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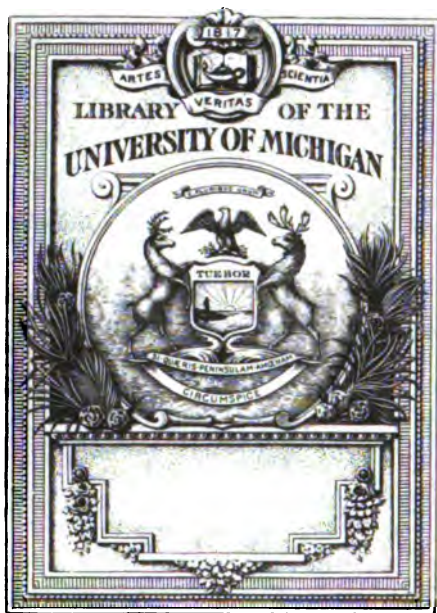
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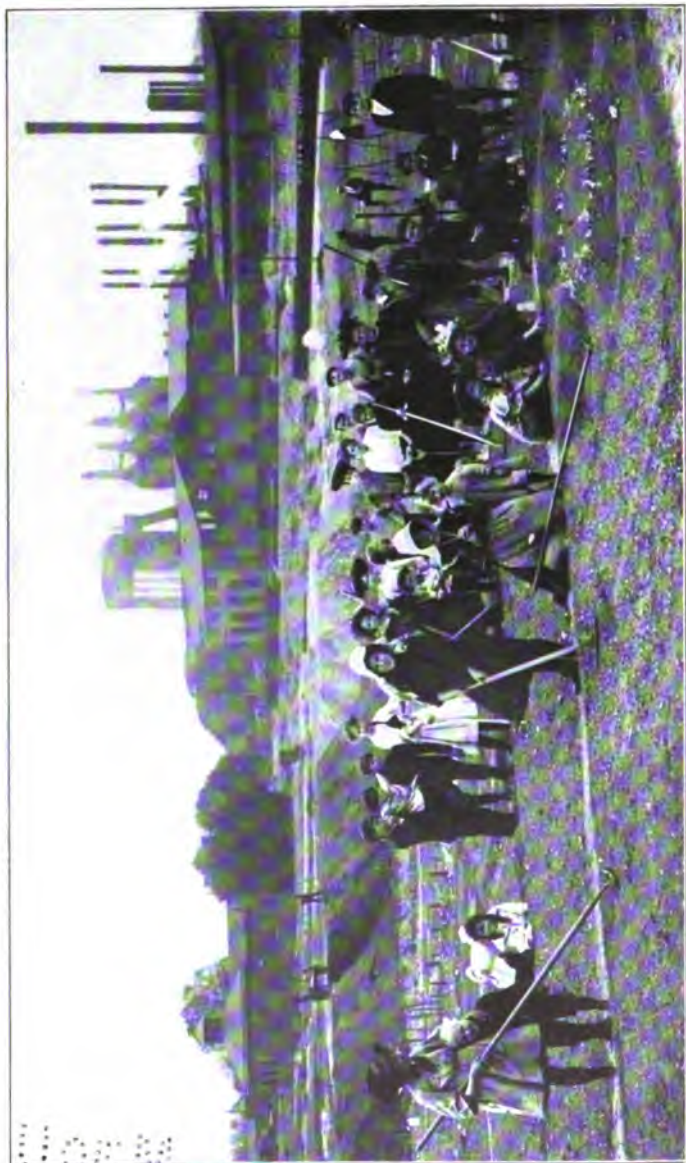
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1901



FATHERS PAY; MOTHERS PLAY; CHILDREN MAKE FLOWERS GROW: READING, PENN.

# HELPING SCHOOL CHILDREN

SUGGESTIONS FOR EFFICIENT  
COOPERATION WITH THE  
PUBLIC SCHOOLS

BY  
ELSA DENISON  
CONSULTANT FOR THE BOARD  
OF MUNICIPAL EDUCATION

ILLUSTRATED



HARPER & BROTHERS PUBLISHERS  
NEW YORK AND LONDON  
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MOTHER, PAV

# HELPING SCHOOL CHILDREN

SUGGESTIONS FOR EFFICIENT  
COOPERATION WITH THE  
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BY  
ELSA DENISON  
OF THE NEW YORK BUREAU  
OF MUNICIPAL RESEARCH

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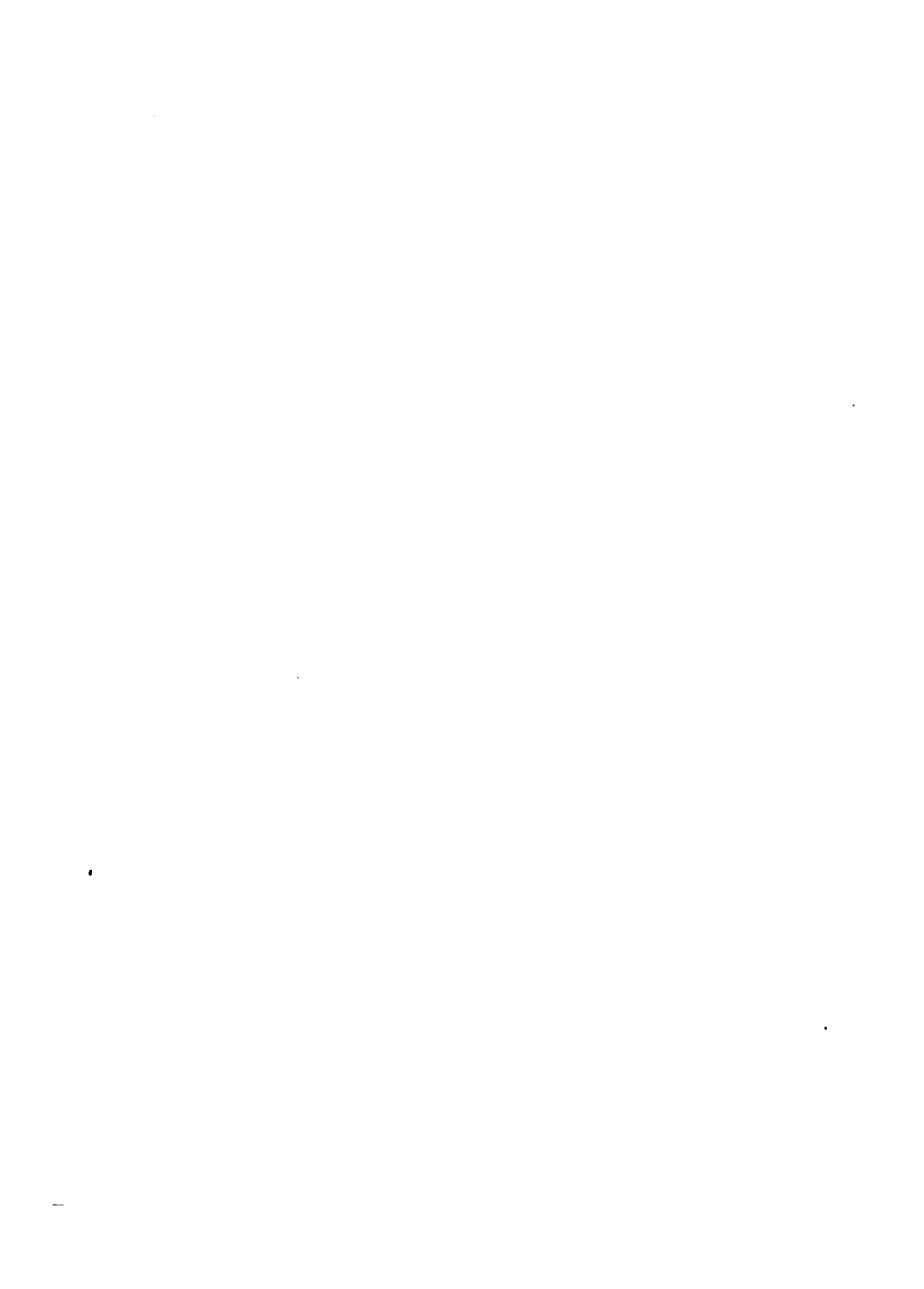
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K M

Prof. G. S. Ramesh

TO  
MY MOTHER

18-5-51 (1951)



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# **HELPING SCHOOL CHILDREN**



## FOREWORD

OUTSIDE private interest in a public school not known ten miles away seems unmentionably small when compared with Mr. Rockefeller's giving \$30,000,000 at one time to higher education and with \$10,000,000 given by Mrs. Sage for the study and improvement of social conditions. Yet the stories here contributed by a thousand spokesmen of public and private agencies in city and country tell of benefactions greater even in dollars and cents—and vastly greater in the number of persons interested and in the momentum added to normal social forces—than the annual benefactions of the General Education Board, the Russell Sage Foundation, and the two Carnegie Foundations combined.

The Bureau of Municipal Research considers this study an important contribution not only to handbook material, but to the inspiration heretofore available for citizen interest in every phase of public business. *Helping School Children* is unique in several respects: it gives information which was never before sought, for all parts of the country and for all kinds of contact with schools; to its preparation have contributed 350 city and state superintendents of instruction and 650 business men, club women, physicians, dentists, ministers, and editors; itself a volunteer study, it suggests numerous kinds of profitable activity for thousands of college graduates and other citizens who have a super-interest in public welfare; it illuminates from many

## FOREWORD

angles the intimate connection of public schools with two other vast fields—private giving for public purposes and general government efficiency. Its message and its facts are needed wherever there is a public school or a civic organization.

As I know social workers, school superintendents, lawyers, ministers, editors, and public-spirited women, they need and will welcome this record of practical interest shown by individuals and organized outsiders in their local public schools.

Yet few even of those intimately connected with public school work will be prepared for such an overwhelming array of evidence as Miss Denison gives in this book that public schools both need and welcome continuous, intelligent, outside cooperation which stimulates and does not paralyze taxpayers' responsibility. The \$10,000,000 which she estimates is spent outside of schools to help work inside of schools is a small part of the giving. Many millions more are voted in taxes on account of this outside interest. Infinitely more important still is the beneficial effect of this outside interest upon the efficiency and spirit of the annual spending of nearly \$450,000,000 for public education.

Since Miss Denison began her study numerous inquiries from all parts of the United States have come from within and without public schools which show how contagious is the story of cooperation. The three letters cited on page 287 from one chamber of commerce are typical. The first one said, "Our chamber has confined itself to business questions"; the second, "We have been thinking more of your question about the relation of our chamber to public schools. What have other business men's organizations done?" The third asks, "Will you please outline the kind of cooperation which you think our chamber in a

## FOREWORD

city of 50,000 might give to our public schools next year?"

At this time of increasing demand for better schools and better government, and for lists of next steps and higher standards of efficiency, this statement by a volunteer of how other volunteers in all parts of the United States are learning about and cooperating with their public schools will be of unusual helpfulness.

WILLIAM H. ALLEN.



## PREFACE

**P**ROBABLY \$10,000,000 is being spent every year by agencies, public, private, and semi-private, to supplement the work of public schools in the United States. Enormous as this sum is, more than the income of the Rockefeller and Carnegie Foundations combined, and equal to the cost of two battleships annually, the estimate is conservative, including, as it does, the cooperation of hospitals, museums, civic and relief agencies, and the great national associations whose work touches intimately the problems of public schools.

Thousands of men and women scattered over the country are specializing in some form of school cooperation. To outside interest the schools owe largely their present kindergartens, domestic science and manual training, playgrounds, social centers, vocational training, open air classes, medical examination, and dental treatment. There is no specialist, no professional or business man or woman, whose expression of intelligent interest in one of the various adjuncts to school life and work—aside from voting and paying taxes—would not be valued community social service.

From men and women in 400 cities, large and small, have come to the Bureau of Municipal Research stories of work done for schools, stories that show keen interest and unbounded desire to cooperate. A medical society has inspected all the children in public schools, and offers to give free treatments for physical defects. A chamber of com-

## PREFACE

merce is ready to help secure business training. A woman's club is supporting vacation schools until the school board is able to carry them on. From superintendents and school people come expressions of thankfulness for what the schools have received through outside interest.

This is one side of the picture. On the other are the ever increasing array of criticisms, the thousands of sick, overage, and retarded children, illy taught children, children turned out unequipped, the poor teaching, unhealthful, unethical schools, wasted money, inefficient administration, and the fundamental apathy of a majority of the public on school questions.

Comparing what really exists in our school system with the needs of schools and of school children, much remains to be done. In the great fund of available outside interest lies one indispensable means of doing it.

The term "outside" is infelicitous because no one is outside, beyond the need of public school products, and no school is beyond the need of citizen support. It is used to distinguish volunteer, unofficial assistance from help which comes to schools through the tax-supported system itself, through teachers and other school employees.

Since so much time and money are available from outsiders, a wise and progressive superintendent or outside agency wishes to make it do the work needed. Because there are so many valuable suggestions in what each woman's club, each public education association, dental association, or chamber of commerce has done, we are passing on some of the most helpful facts in the belief that one community and one organization may wisely learn from the experience of another, may be saved from experiments and from the wasting of time, money, and, most precious of all, enthusiasm.

The instances here cited are not given as all-inclusive.

## P R E F A C E

They are, however, representative, and from them I hope will stand out many unknown, undreamt-of funds of helpfulness, many necessary "next steps" which may just happen to fit in the program of superintendents and outside agencies for their local work.

My gratitude to the Bureau of Municipal Research, which suggested and supervised this study, can only be expressed by saying that its help made the work possible. My thanks are also given to the many women and men through whom the greater part of the information in this book was secured.



# HELPING SCHOOL CHILDREN

## I

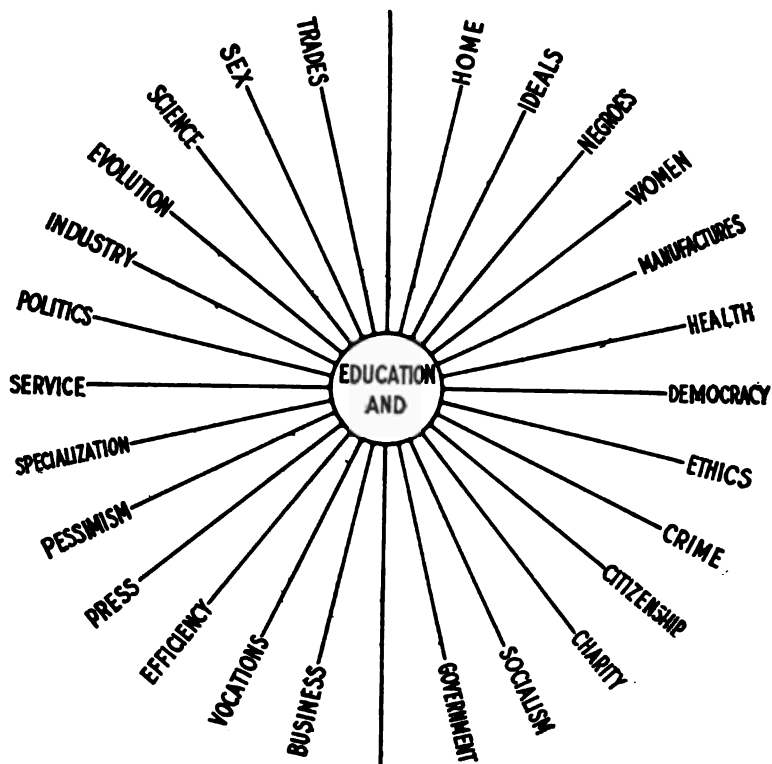
IS EVERYBODY INTERESTED IN SCHOOLS?

*Active Interest is Overestimated*

**S**PEAKERS, educators, journalists, women's club leaders, never tire of talking and writing about public education, its developing powers, its blessings, its relation to everything mental, moral, and physical under the sun. "Every one is interested in public schools." "The one thing people do not go to sleep about is children." Ex-president Eliot some years ago said that of all the inspiring and moralizing agencies in American society the public schools alone had gained in influence and increased in strength since the Civil War; that legislatures have declined in efficiency, the courts are less respected, the church has been left behind; that education alone has retained its hold on democracy, becoming more and more effective.

If this assumption were correct men would welcome an increase in school taxes more generously than in other

## HOW MAGAZINE WRITERS SHOW THE CONNECTIONS OF EDUCATION



A FEW OF THE "EDUCATION ANDs" LISTED BY POOLE'S INDEX, 1902-1910

## IS EVERYBODY INTERESTED?

taxes, and would vote more conscientiously at school elections than at other elections. Yet the old New England town meeting, where the school budget is read, approved, and passed, but usually without discussion, is rarely attended by the townspeople. Voting increased sums is at times the easiest thing to do, and does not necessarily mean intelligent interest. Where women have had the school franchise for years they frequently admit that they have shown no special interest in school elections. Ask the average citizen a few questions about school administration or finance. He thinks the school, like democracy and graft in politics, will go on anyway, whether he pays attention or not. Children have always seemed to get "educated" somehow, at least they stayed in the school-house from nine until three and brought tattered books home to study from. Since school boards are made up of good men "serving without pay," why bother about school administration or school budgets? Public schools are state or city business.

The usual situation is described by a former member of the board of education in a southern city: "We have a large number of citizens who take a great deal of interest in schools, and who would like to see even more and speedier progress made in the way of useful knowledge and culture. On the other hand, many people who incline to follow old methods are opposed to any kind of innovation. The latter class has dominated. People are in a receptive state of mind, and with proper presentation a great deal of interest can be aroused."

Those whose contact is closest with help from the outside and who logically should know best what has been done are the superintendents of schools. What they say about outside help is shown by the chart (Fig. 1), based on answers from 315 city superintendents to the question,

## HELPING SCHOOL CHILDREN

"What have citizens, individually or in groups, done to help the schools of your city, aside from voting, paying taxes, and serving on school boards?"

The black space tells that the large majority of superintendents report no work along all but one of the lines suggested. This does not necessarily mean that in 190 of these 315 cities nothing has been done about medical inspection. It may mean this. It may mean that physical examination of school children was secured by superintendent, health department, or board of education without outside assistance. It may mean that unofficial aid was sought and refused, or that the help given was not in the superintendent's mind worthy of being so called.

Moreover, where superintendents have mentioned civic cooperation it does not necessarily mean that 100% of a particular need has been met. It may mean that a fraction of a problem has been solved with the assistance of outside organizations. In the matter of decorations, for example, "help received" may stand for anything from one picture in one school to the complete æsthetic arrangement in all schools of photographs, statuary, rugs, wall-coloring, and furniture. Referring to budgets, it may stand for one letter written to a newspaper or for a year's campaign to get increased appropriations for open air classes.

Schools are competing constantly with charities and philanthropies, both for official support and—as yet lamely—for the attention of those with leisure and means enough to be interested in "community work." One superintendent writes that his city is not one in which citizen participation has been marked in educational affairs; the citizens have, however, been active for the hospital and Y. M. C. A.

Four of 142 superintendents, writing of needed gifts, mentioned bequests to schools by will-makers. In a New

# INQUIRY ON CIVIC COOPERATION WITH PUBLIC SCHOOLS

315 city superintendents of schools report that citizens, individually or in groups, aside from serving on school boards, paying taxes and voting, have helped their public schools as follows:

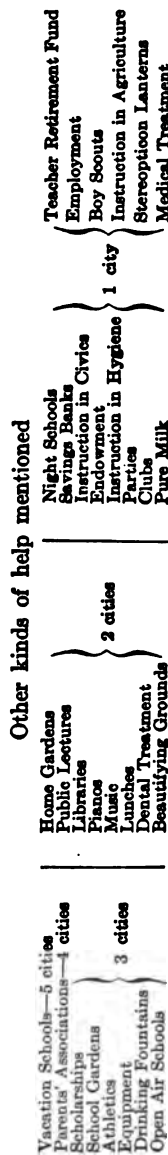
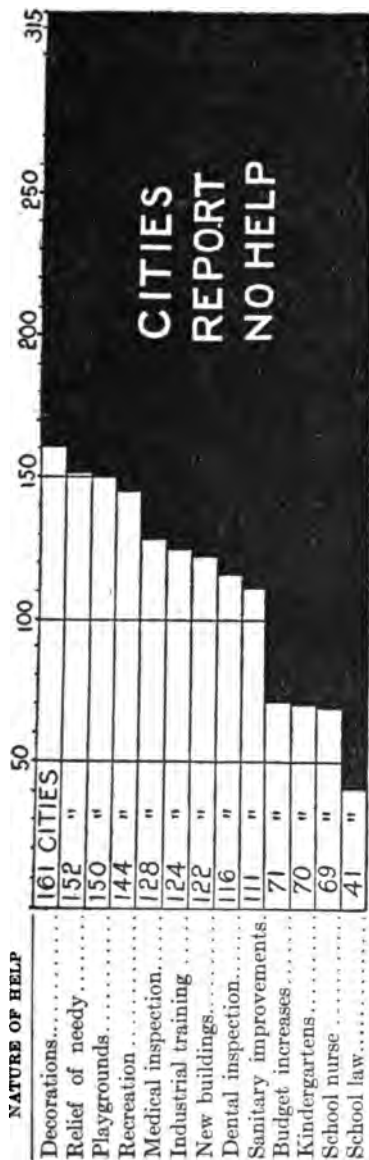


Fig. 1

ONE WAY OF MEASURING COOPERATION

## HELPING SCHOOL CHILDREN

England town where a recent bequest of \$25,000 was left to be divided among uplift agencies, \$5,000 was given to the public schools and \$20,000 to a hospital whose total capacity for treatment was twenty-five persons.

That benefactions, the large ones, do not reach public schools is shown by the distribution of the \$267,000,000 given away in 1911. It went, so the newspapers showed, to foreign missions, hospitals, municipal homes and asylums "for the poor, the ill, and the aged," homes for gentlewomen, medical research, parks, boulevards, orchestras, endowment for colleges, charitable institutions, pension funds, and Y. M. C. A. buildings. Many of these activities are as much city or state business as schools are. The only giving for schools mentioned was for the Ohio Mechanics' Institute and \$75,000 to two high schools in which Mrs. Russell Sage was interested. Mr. Carnegie's \$208,000,000 thus far given has not reached schools except indirectly through colleges and universities and the Carnegie Institute.

By the measuring and testing which any one can do, by what superintendents say about outside cooperation, and what schools are receiving from givers, the assumption of universal interest in schools is not proved.

### *Latent Interest an Available Source*

The general interest of communities in school affairs may not be continuous, may not be steadily intelligent, but it is a tappable source at a crisis. This was demonstrated in Philadelphia when the need for a new school code came up, or when in New York a new educational charter "threatened" the schools. Though, fortunately for the children, crises in schools are not daily or weekly occurrences, it is easy to arouse interest when there is an opportunity for tense feeling or tremendous and righteous indignation.

## IS EVERYBODY INTERESTED?

At such times there become apparent potential assets of force, energy, and enthusiasm outside the school that have accomplished and can accomplish wonders. As one superintendent has written, "We can always secure the moral and financial help of citizens when we call on them." This latent interest, with all its possibilities for usefulness and the fundamental pride of people generally in public schools, have been fostered by some superintendents, collected and stored in reservoirs to be kept there fresh and ready for direction into the channels where they are needed.

### *Outside Interest via Criticism*

How many school problems are as yet unsolved is proved by the mass of criticism and even abuse aimed continually at our schools. A recent sympathetic series of "What Ails the Schools?" interviews with educators and prominent citizens by Tristram W. Metcalfe, school editor of the *New York Globe*, classifies some of the problems needing remedies as follows:

Studies not made real to the pupil  
Pupils not properly classified  
High schools inadequate  
Teaching much that is useless  
Results poor in English and arithmetic

Do not help increase earning power  
School board acts without facts  
Opposition to desirable changes  
Do not meet conditions in the city  
Uniform course for varying abilities

"Educational Trust"  
Dissatisfied teachers  
Superficial training  
Lack of preparation  
Continuation schools needed

## HELPING SCHOOL CHILDREN

Neglect to fit pupils for business  
Neglect to fit pupils for life  
Neglect to meet pupils' needs  
Misleading data of pupils' progress  
Discouraging outside cooperation

A principal declares that a revolution is necessary in present methods of education. A physician writes that schools are physical menaces to children. Everybody knows that high schools are not holding their pupils until the end of the four years—or the first year—and that the usual course of study is not flexible enough. But all this criticism does not alter the firm tradition that our schools are the bulwarks of democracy.

### *A Mechanism to Stimulate Interest*

There are evidently, then, discrepancies between what everybody is supposed to be believing and feeling all the year long about public education and what is actually done to evince the intelligence and amount of active interest on the part of the public. To meet these discrepancies a mechanism of volunteer organizations outside the school system has developed. Some are general, like public education associations which are interested in many phases of school work; others are specializing agencies devoting themselves, for example, to school art or school play. There are, besides, special committees which act as intermediaries between the schools and national or local groups of women. Some of these are temporary, produced at a crisis to express latent interest; others are permanent watchers of what needs to be done for schools.

The number of agencies making up the mechanism for school cooperation varies, of course, with the size of the city. In New York there are nearly 200 public and private

## IS EVERYBODY INTERESTED?

organizations in touch with schools, at a money cost alone of over \$1,000,000 a year.

Constructive criticism, substituted for random criticism, and efficient help from the outside are two forces that must combat throughout the country the general lack of information about schools and the consequent lack of helpful interest in schools. As Dr. E. P. Cubberley wrote in the *Educational Review* in 1901, "If more of these [outsiders] begin a serious study of the problems of public education and continue long enough to make it really valuable, it will in time work a revolution in the management of public schools."

## II

### THE TRUSTEESHIP OF TALENT AND TRAINING

#### *Opportunities for Occasional Service*

THE public school offers an opportunity for practically every specialist and leisured person with definite interests. A specialist is a diagnostician, and can tell what the schools need in his own field, point out the necessary constructive changes to be brought about by the mechanism of school and outside interest. Perhaps a feeling of *noblesse oblige* is absent because those in schools who need help do not make the opportunities seem attractive and worth while, do not show by easy next steps how they would turn special interest in the schools to good account.

Amateur dramatic clubs and society groups are now expressing love of acting by giving plays for "charity." Those with dramatic talent might put their time and money on plays given for schools in school auditoriums, or with school children as actors, on coaching school dramatic clubs, or arranging social center parties. Monologues, recitals, concerts, may be offered to parents' associations or public lecture centers. People interested in drama and opera can receive suggestions from the Twentieth Century Club in Boston, which arranges with the Castle Square Theater Company special matinées for high school students. Three Shakespearian plays and one English comedy are given each year, for which subscriptions are taken up in schools by the

## THE TRUSTESHIP OF TALENT

teachers of English. If the school board were more enthusiastic about this work the Club feels that it would be easy to arrange for a complete series of plays to illustrate the English department's work.

Much-traveled persons, physicians, scientists, sociologists, have given their services for talks in schools and libraries, frequently with stereopticon slides. Exhibits of etchings, pottery, rugs, pictures, photographs have been sent by private individuals as loan collections for schools. Have you anything beautiful in your house? Would children think it beautiful? Would not great houses filled with pictures, carvings, or collections of rare objects have educational value if opened occasionally to groups of school children with their teachers? One woman has weekly bathing parties of a dozen public school girls at her house, and opens her suburban home every Sunday afternoon to the children who want to come there to play.

The experts in education of each city are the best people to start local school inquiries. A director of physical training, when confronted by problems that need technical solution, should feel warranted in calling on the physicians, surgeons, and scientists in his city who are best able to help. Engineers can do inestimable service by watching school sanitation, lighting, and heating, and by letting school officials and outside agencies know they are glad to be called upon. A member of the board of education in Portland, Oregon, writes that "many valuable suggestions have been made as to architecture, material, etc." by outside experts when the board has been discussing the construction of school buildings. Private schools can point out desirable enlargements in public school systems. For example, the Wheeler School Alumnæ Association demonstrated the need for industrial training in the public schools of Providence.

These are a few illustrations of the trusteeship of potential

## HELPING SCHOOL CHILDREN

progressiveness. There is also a trusteeship of conservatism, the distrust of change, which makes the majority of citizens challenge each innovation in administration and check up each new plan or policy advanced by progressive specialists. For the conservatives the opportunity is ever present to interpret and keep living the solid, fundamental things too often overshadowed or outweighed by "fads and frills." They cannot afford to let innovations, unproved, monopolize the press. They must emphasize budget, laws, economy, and the advisability of a thorough probation of new things.

### *Help from Institutions of Higher Learning*

How much time is given by departments of education in colleges and universities to public school administration and public education? Does the average college graduate, man or woman, know how much money is spent by his city schools, how many children are enrolled, what the superintendent is trying to "get done"? Has he ever read a school report? Is an undergraduate ever made to consider his possible future service on a school board?

College women and men have had special training that is supposed to make it easier for them to do things in their communities. Several superintendents have spoken of the desirability of having college graduates on the board of education. One wrote, "If you could give us a majority of college men, our board might not be any more practical from a business standpoint, but there are many questions that it ought to handle in a superior manner." Surely cities have a right to demand something of those who have had extra advantages, some show of initiative, of broad interest, of method training. That our communities do not owe more to their college-bred citizens is perhaps one fair reason for criticizing the training and viewpoint given by most of our

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colleges. Even those who in college specialize in sociology are not made aware of its connection with schools. We are untrained for the most part in the method necessary for intelligent, informed cooperation, so that with all the will in the world we, as graduates, are unfit to do well even volunteer work.

There are many connections between college curriculum and public school administration. Many departments of pedagogy are now offering each summer courses in school management. At Harvard is given a special series of lectures on vocational guidance by Mr. Meyer Bloomfield. Many universities are arranging courses at special hours so that teachers may study for an A.B. or higher degree. Why should not undergraduate departments of education make their students visit schools more frequently, have talks by superintendents and special teachers, arrange open discussions of new things and progressive changes in education? Field work by college students may be done in connection with a public education association, a research agency, a woman's club, or directly as is done at Smith College, whose students have made special school studies in Northampton and near-by cities.

The success of the Psychological Clinic at the University of Pennsylvania has proved the mutual benefits from using schools for psychological research. The treatment of backward and defective children is no longer experimentation. It has become a science. The summer class for backward children teaches only regular school subjects and swimming, gymnastics, and domestic science, with intervals for rest and lunches; and nothing is done in the clinic school that could not be done under any public school system in cooperation with a university. Teachers of special children may gain training through this department. In the University of Pittsburg two spring courses in clinical psychology and the

## HELPING SCHOOL CHILDREN

study of exceptional children are offered. Professors of psychology are serving in advisory capacity for organizations dealing with abnormal children, mental defectives, deaf, blind, and crippled children.

The results of poverty and crime, the maladjustments of industry, government, and society that are so strikingly reflected in public school children offer fruitful fields for sociological research. "Modern Social Conditions as Seen Through Public Schools" to my knowledge has never been given as a course. If it were, the students would see society through the institution which most influences the ideals, health, and education of all our population. Undergraduate organizations, good government clubs, scientific and sociological clubs, or graduate seminaries may draw on an unlimited supply of lecturers who can relate sociological topics to the problems of modern public education with which every citizen must sooner or later come in touch.

Bryn Mawr and other colleges have undergraduate vocation bureaus which make special effort to discover openings in social and economic work. But the colleges themselves have been slow in training for many of these careers, in making known the possibilities in vocational guidance, for example, school nursing or music through the schools, and in teaching us a method of investigation and constructive co-operation. Our courses in economics do not let us know the value of filing systems, indexing, reporting, or chart making. For this method training we go to a professional school. But here, also, the sociological work to be done through public schools is unheralded, unadvertised. What school of philanthropy spends time on the social problems in public schools proportionate to the percentage of children and adults reached through them, or endeavors to make clear the difference, for instance, between social center work through a social settlement and through a schoolhouse? What medi-

## THE TRUSTEESHIP OF TALENT

cal school or training school for nurses outlines the field of health work and preventive medicine through the public schools?

Columbia University is establishing a "politics laboratory" of charts and exhibits for undergraduates studying specific questions. Every university, through its library, might show by an exhibit of school work done in its city the interrelation of public schools with all the other governmental activities, so that no student can help knowing something definite about schools when he is turned out to form one unit of that much-to-be-desired public opinion.

### *The Social Settlement Idea*

"The school should be a social center for the neighborhood, with the settlement family taking the lead in making it such." This is the creed of Greenwich House in New York. Other settlements with less vision and less appreciation of their own limitations have been maintaining in their reports for years that the settlement, and not the school, is the logical community center. One settlement, on the other hand, has frankly stated in its "purpose" that eventually, when the schools are effectively socialized, the settlement will cheerfully cease to exist; that it is simply an experiment on a relatively small scale.

The social settlement has demonstrated that children need recreation; that mothers need to be instructed about child welfare; that physical care of children makes better boys and girls; that home and school team work is effective; and that industrial training helps children to earn their livings. These findings through the years of settlement growth are facts now undisputed, accepted by everybody. The question now is how to apply the settlement's experiments so that every child may benefit.

The ways in which settlements have come in contact with

## HELPING SCHOOL CHILDREN

the schools in their neighborhoods are very similar to the first steps schools are taking in socializing themselves.

<i>Settlement</i>	<i>School</i>
Study rooms	Study-recreation rooms
Clubs, civic, social, educational	Same in school
Entertainments	Social center parties for old and young
Kindergartens	Public kindergartens
Games and athletics	Public school athletic leagues
Relief	School relief associations
Clinics	Medical and dental inspection
Visiting nurses	School nurses
Music	School orchestras
Gardens	School gardens
Playgrounds	City and school playgrounds
Home visitors	Visiting teachers and attendance officers

Vacation and night schools, open air classes, popular lectures, mothers' clubs, libraries, defective and "catch-up" classes—these are reaching all neighborhoods now through schools.

Schools owe a great debt to settlements for initiating many of the "good things" that are now making schools social centers in spirit and in fact. Nothing good, however, that a settlement has tried and proved valuable has not since been tried somewhere and proved even more valuable, because more comprehensive, in school. The best way to do honor to the minds and hearts behind the "settlement movement" is to transplant their influence to an environment where it may grow even more beneficially, to make givers and philanthropists feel the opportunity for extending the settlement spirit through larger channels—the public schools.

### *The Social Worker's Greater Opportunity*

The desire to be neighborly, to do something for individuals and families, which has attracted men and women to settlement work, is now attracting them to socialized

## THE TRUSTEESHIP OF TALENT

activities in public schools. Visiting teachers are simply settlement visitors delegated to keep the schools in touch with other agencies helping in child welfare. For volunteers the socialized school offers endless opportunities. Clubs and classes need leaders. Concerts and dances need organizers. Athletics, swimming, and scout work require young men and women. For example, three college women, unsatisfied with the conventional openings offered in social work, found great satisfaction in giving regular time to coaching high school girls in field hockey.

But social workers, volunteer or professional, are generally not given a chance to choose to work with schools, because the settlement, church, and charity organization predominate. Until the field of school cooperation is explained to those about to specialize, the conventional, traditional openings will claim more workers and more money. Meanwhile the socialized school will grow in spite of, not with the help of, the less permanent, smaller agencies. Some of the openings for outside service, paid and unpaid, in schools are:

- School secretaries for relief agencies
- School assistants at public libraries
- School demonstrators at museums and zoological gardens
- Secretaries for public education and parent-teacher associations
- Investigators for special studies of school administration
- Employment bureau heads
- Vocational counselors
- Coaches, referees, umpires for athletics
- Leaders for civic classes
- Leaders for glee clubs, concerts
- Recreation leaders for girls' folk dancing
- Playground and summer school organizers and teachers
- Dramatic coaches
- Story tellers
- School lunch administrators
- Home and school visitors
- School publicity agents

## HELPING SCHOOL CHILDREN

The development of social centers in school buildings shows innumerable ways of being helpful. The woman who wants "something interesting to do," and is ready to give her time, has now so many choices that it is for her an *embarras de richesse*. Would she wittingly make a foolish choice, or be satisfied with superficial, ineffective work?

One of the most needed institutions in our big cities is a placement bureau for volunteers, a central agency to parcel out tasks requiring so many hours a week or so much training and experience. Even without such bureau, volunteers wanting social work with schools can apply to many sources for information—the superintendent of schools, teachers and principals, organized charity, or the woman's club. Any efficient outside agency ought to be a method training school where volunteers in a brief time can see what should be the standard for cooperation. Yet the report of one of the largest outside agencies in the country naïvely admits that it takes its volunteers nearly the whole year sometimes to become intelligent enough to cooperate. Why should schools or poor districts pretend to be grateful for such unintelligent cooperation? Why should inefficient volunteer or paid work be applauded simply because it is "for others"? Our schools are worthy of the best service that the best citizens can offer, not scraps of time from uninformed, unseeing altruists who may perhaps do more harm than good. A girl just out of college was getting "trained" at one of the large schools of philanthropy. She was sent to visit a family where the mother drank and the father was a confirmed loafer. She was expected tactfully to make the acquaintance of the family skeleton and tactfully suggest remedies. After the first call she felt absurd, inadequate, and brazen. It is equally an insult to send to schools from educational associations or women's clubs representatives

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without training and without a knowledge of experience and technique in solving social problems.

Until the socialized school is recognized as an opening for social workers, school connections must be emphasized in existing organizations. There is hardly an "uplift" or "educational" agency in your town which cannot be connected with your schools. How many such agencies are there in your city? What are they doing for schools? What more might they do? Has the superintendent suggested how their cooperation might be more efficient and valuable?

Social workers in any line, through their intimate contact with municipal government, have continuous opportunity to see how and where the city's business might be improved, or where efficiency tests of municipal government would mean money freed for social work on the city's part. They can make their facts available to the public, to department heads, and the money voting powers. For this purpose the Conference of Social Workers in New York meets each year to discuss budget estimates. Analysis must, for lack of time, be superficial, but the men and women who realize that they begin too late and do not spend enough time at it, also realize their potential usefulness in this line and the necessity for concentrated action by social workers before and at budget time. Hence the school budget committee appointed by the conference mentioned on page 128.

### *Private Charitable Schools as Experiment Stations*

The slums of our great cities developed the need for neighborhood work, which in turn developed the social settlement. The Children's Aid Society in some of the poorest districts, with the most heterogeneous population in New York, expresses this neighborliness through fourteen day and seven evening industrial schools which are just public schools adapted to the needs of their districts. With

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teachers partly salaried by city funds, and a corps of social workers, they aim to straighten out so far as possible social and economic maladjustments in the neighborhood. Here the children of very poor families are gathered for special care; noon lunches are given to those who need them, clothing and shoes, home visitors, the services of a nurse, and dental treatment. There are, besides regular grade school courses, many industrial classes in cooking, sewing, printing, jewelry making, and shop work. There are evening classes in sign painting, where you see some boys working with simple letters and others just finishing elaborate shields or two-tone portraits. After a two-year course, three nights a week, these boys can command a salary as painters' apprentices, and the Society helps them get positions.

The buildings hum busily in the late afternoon and evening. There are club rooms and libraries for social gatherings. In the gymnasium the older boys of the neighborhood are playing basketball. The Dante Alighieri Club is meeting in its own room; and in a private parlor with pretty furnishings some of the older girls are having an "at home." During the hot summer months 3,000 little children are given outings on a big farm.

These schools are "natural experiment stations," which the city system might encourage to try out new ideas. Under private management they are free to introduce any new activities, to prove or disprove their necessity. As soon as the city is ready to do a part of this work wherever necessary through its schools, the Children's Aid Society says it will turn to something else.

The very first school dental clinic in America was opened by the Society in 1907; the first free class for mental defectives is claimed by them, the first New York class for crippled children, and, as far back as 1876, the first free kindergarten. These experiments have aimed in only one

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direction—toward changes and developments in the public school system which will make the Society's schools unnecessary.

### *The School Beautiful*

"If we can once give beauty its rights in the school, we shall have done the greatest thing we can do toward securing for our people a more beautiful public life." Decorating schools has apparently been popular in a large number of cities. What some superintendents call decorations might not rank so in others' estimation, but from 161 of 315 cities word has come that citizens have helped toward the "school beautiful." Yet women in 80 of 125 cities did not write us of anything done for the æsthetic benefit of schools, and many superintendents have told of money needed for decorations.

Pictures, casts, wall tints, plants are put in schools to make children love beauty and crave beautiful objects at home. Simple things, therefore, not beyond the child's appreciation are desirable. There are certain pictures and casts that are good to have because of their direct bearing on the school work of a grade—nature pictures for the lower grades, for example, or historical photographs and illustrated poetry. Because the matter of school decorations demands thought as well as taste, experts or amateur connoisseurs are needed to direct general interest in the school beautiful. Here the woman who has visited the Louvre and the Pitti can make use of her picture study.

The *American Art Annual* lists some eighteen public school art societies made of men and women who have some money, little time, and a continuing interest in schools. By pooling all three, these organizations act as clearing houses for those wishing to give and for teachers and principals who feel the value of beautiful objects in their school surroundings. A

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committee to choose, select, and disapprove is desirable, because sometimes gifts do not fit, are less needed than something else, or are not suitable for children.

The Public School Art Society in Evanston, a voluntary outside organization, has taken entire charge of "beauty-making" in the schools. All the decorations which are supplied by the board of education, such as wall papers and plasters, furniture and rugs, are selected and purchased by the Society, but only after consultation with artists, oculists, and experts who analyze the psychological effects of color and form on children's eyes. In twelve years every room in every school has been criticized and changed many times, until the Society is satisfied that pictures, casts, and bas-reliefs harmonize with the buildings in an æsthetic whole. Special funds are solicited for pictures, and memorial gifts have been made to some fortunate schools.

The New York *American* recently ran the following editorial on "Gifts of Beauty to the Schools":

At Public School No. 5, in Brooklyn, the other day, a sumptuous mural painting was dedicated—a scene of historical significance having a particular fitness to the locality. The artist who made the picture spoke at the dedication. He recalled to his hearers' minds the ancient Old World practice of ship masters, merchants, and soldiers, who, on their return from prosperous adventures, carried some choice trophy or memorial of their success into the church as an offering of devotion.

He suggested that the time might come when prosperous Americans would make it a habit and custom to put precious works of art in their local school buildings, so that those places might become as well stored with votive offerings as were some of the ancient churches.

The fresco painting in the Brooklyn school is the gift of a public-spirited citizen of the neighborhood.

There are many other prosperous citizens in other school districts. They can make the school buildings glorious if they want to.

In Chicago a gift of \$41,500 was made by Mr. Martin A. Ryerson to decorate one school as a model for others. An-

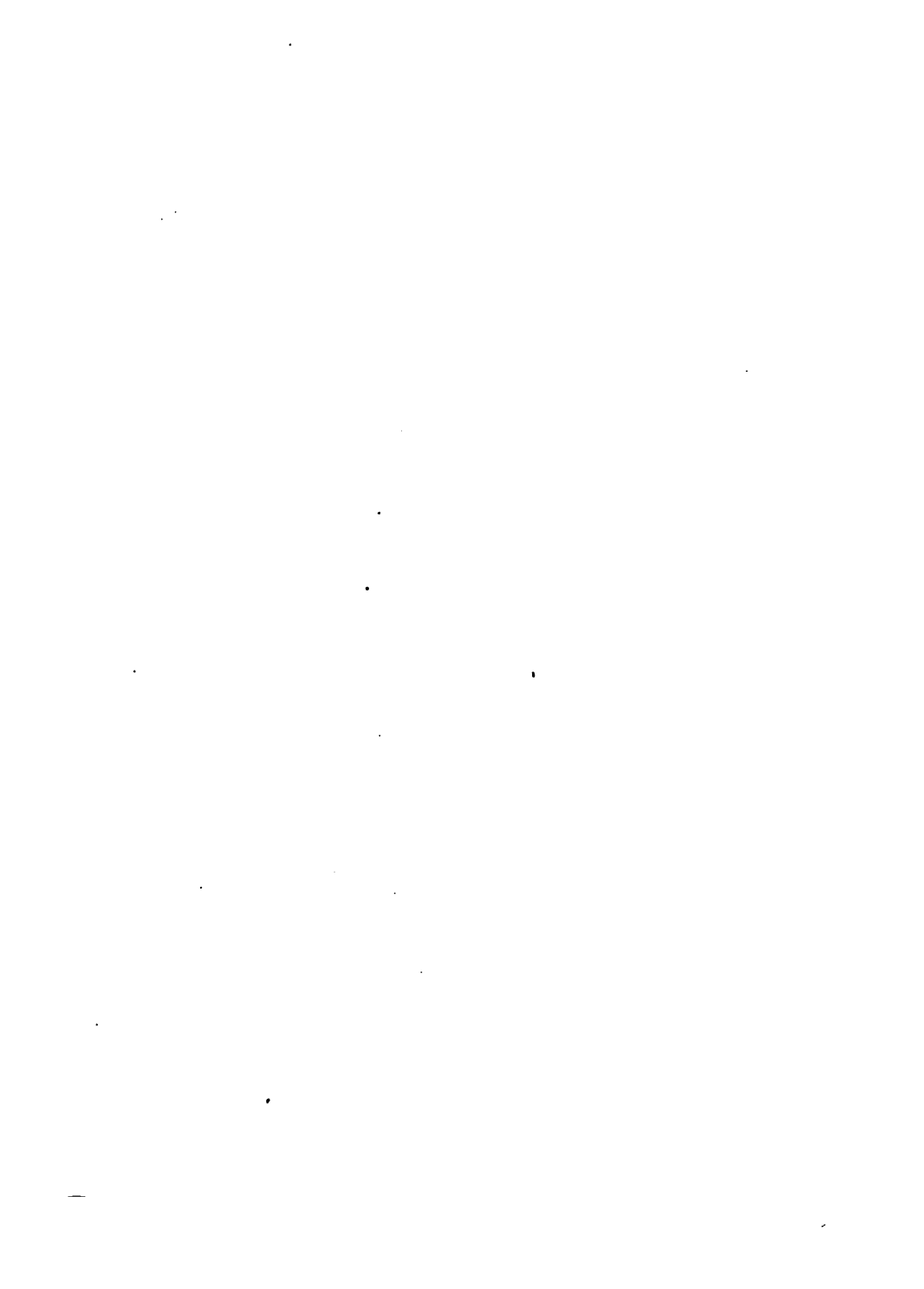


**PUBLIC SCHOOL ART SOCIETY: EVANSTON**



**MOTHERS' CLUB: DECATUR**

**BEAUTY-MAKING: NEEDED EVERYWHERE: POSSIBLE EVERYWHERE**



## THE TRUSTEESHIP OF TALENT

other gentleman selects each year from the exhibition of the Chicago Society of Artists one picture for a school. A whole series of "votive offerings" is being made in the new Washington Irving High School, whose decorations are being planned and executed by the Municipal Art Society of New York, with the advice of the school architect. Parents organize to get beautiful things for the schools in which they are interested, and women's clubs have found it easy to make members "chip in" for a set of pictures. In Dubuque, for example, several groups of women secured, by a large entertainment, enough money to put statuary and finely framed photographs in every public school room. Occasionally, as in Portland, Maine, where "all the schools are well equipped with suitable pictures and statuary," women have met the entire problem of decoration, not satisfying themselves with a photograph here and there. To stimulate the interest of pupils and teachers, the Civic Club of Allegheny in 1898 gave an art exhibit and spent the money raised on pictures and casts which, as traveling loan exhibits, went the round of the schools for five years before the objects were distributed among schools. The New York School Art League is eager to act as a center for all art committees of women's clubs which are affiliated by \$25 dues and a member on the executive committee. In Chicago, the Public School Art Society encourages each affiliated club to select a special school as a recipient for its contributions, on the theory that "our school" is more likely to interest a club than just "schools." For suggestions on school decoration, see the *American Art Annual* for 1905.

### *Making Artists*

Besides furnishing decorations, the School Art League in New York is helping to secure practical art study and crafts-

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manship in schools. Several scholarships are provided for students who need special training before entering industrial art as a profession. Fine craftsmanship medals in bronze, from a design by Victor D. Brenner, are distributed each term among the graduating classes in the school workshops to encourage excellence in the kind of art which leads to a definite trade. For this purpose, also, an exhibit of industrial designing done in the high schools is arranged each year by the League. Parents, teachers, and artists are surprised at the variety and talent displayed in the pupils' work.

Artists and art lovers have been interested in the work done in schools. Every exhibit of paintings, water colors, sculptures, and etchings has its "high school day," when teachers and pupils are admitted free and arrangements are made for seeing the exhibit in small groups and for talks by artists or critics. Though artists do not, as a rule, know quite what to tell the children, they see the opportunity for creating a new and intelligent public taste through the public schools.

### *Schools and the Art Museum*

How much the museum has to give schools has only recently been realized by school people and art directors. Cooperation develops slowly because the "want" in pupils and teachers must be developed first. The art museum in Toledo pioneered in this work. Any day in the Metropolitan, New York, you will see twenty little girls and a teacher or two standing before a masterpiece whose story is being told by the museum's educational instructor or by one of the lecturers of the School Art League. A course of talks by this League on paintings and sculpture is given yearly in the museum for public school teachers. The most recent venture was a demonstration to some 500 teachers in the

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museum auditorium. Here Dr. J. P. Haney, director of art in the high schools, talked to a class of children about a few selected pictures, as if he were conducting them through the gallery, while the teachers took notes on how to do it. In the museum a room is furnished where teachers can bring their classes to see the stereopticon slides which the museum supplies free. Books, reference objects, and casts from all parts of the building may be brought to these classrooms.

To correlate the museum with actual school work, to make teachers realize that the collections are for more than self-culture, an index is published which tells where to find architecture, sculpture, pottery, and photographs that will make alive and real the courses in Greek and Roman history, English, and drawing. Every inducement, including free admission on pay days, is made to coax teachers to the building. Gradually they are making use of the museum as the directors wish, though far larger numbers of teachers and pupils can still be accommodated.

As its school connection grows every museum will perhaps have a staff of lecturers, instead of one, for educational work, for personal conferences with teachers and pupils in the schools where perhaps loan exhibits of less valuable pictures and reprints will illustrate their talks. In cities where there is no museum each school may start its own collection of casts and prints, which are comparatively inexpensive. Loan collections may be arranged from citizens who have pictures, or from the nearest museum.

Why should not museums also exhibit the best work being done by leading manufacturers and crafts shops, to show what these trades demand from the student?

### *A Landscape Gardener for Schools*

"One mothers' club connected with the schools had a landscape architect lay out a planting scheme, had the

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yard graded, and this year they are completing the planting and beautifying of the yard." So writes the superintendent in Decatur. Could there be a nicer way of setting a standard for the city beautiful or of showing interest in schools?

There is a complete science of landscape gardening for schools. There are rules for planting, for the arrangement and building of playgrounds, gardens, and lawns; yet how many schools are having the benefit of this knowledge?

The story of the work in Decatur is full of suggestions. (Fig. 2.) "An energetic mothers' club had been doing much in the school. Through it a meeting of the parents of pupils was called. Members of the board of education were invited to attend, and the whole school situation was talked over. A committee of parents and property owners was appointed to devise ways and means. It got options on all the lots, in some cases making absolute contracts for purchases. In this way building projects were held off, and in about a year the board of education took over the whole property. The *Decatur Review* commissioned a landscape architect to prepare plans for laying out the playground and planting the school property. The planting expense was undertaken by the Mothers' Club, which, in the spring of 1910, expended about \$200 as a beginning. It should be added that the board of education and the city park commissioners cooperated with the Mothers' Club in many ways, financial as well as others. A large part of the success of the whole undertaking was due to the enthusiasm, inspiration, and intelligent direction of the principal of the school."

Do you not know a landscape gardener who has civic spirit enough to be glad of the chance to lay out similar planting schemes?

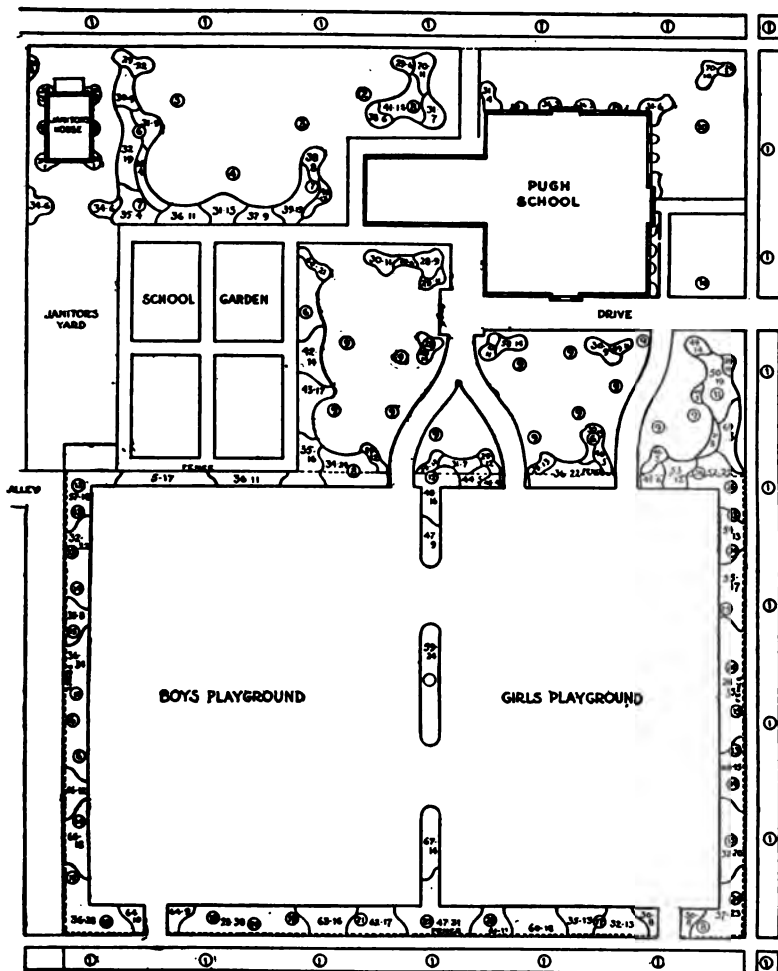


Fig. 2

SCHOOL GROUNDS IN OTHER CITIES NEED LANDSCAPE GARDENERS

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### *Music in Schools*

One of the most interesting things to see and hear in all New York is a Sunday morning concert at the Music School Settlement. The building, in a crowded tenement district, is full of children, mostly Jewish and Italian, with music tucked under their arms, or fiddles carried reverently. There is an undeniable atmosphere of joy, and you are subtly aware of melodies in everybody's head. As the head worker writes: "The desire for musical education among the people of a neighborhood like ours does not need stimulating. It exists in overwhelming extent, and is almost impossible to meet." Every Sunday, first the older, then the younger orchestra rehearses, some fifty children in each group, and they play remarkably well. I remember especially two little second violinists with seraphic smiles, feet dangling far above the floor. Professional teachers give lessons to these boys and girls at twenty-five cents apiece. There are plenty of practice rooms in the settlement, a library of music and books about music, and a group of workers who are bringing the settlement and its music into the homes of that district, and incidentally finding out whether the parents can afford to pay more for lessons. All this is due largely to the devotion of one musician, David Mannes, and a staff of professionals who are paid a nominal sum for their time. The settlement tries to fit boys and girls for music as a profession, for positions in orchestras and quartettes, and is careful not to encourage the dream of a "career" for even the most talented.

There are two similar settlements in other parts of the city, but it seems both unfair and unfortunate that these musical Utopias should be accessible to only 300 of the hundreds of children who in one city want and deserve the opportunities for just this training. There is always a wait-

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ing list of several hundred children in one district alone. The only possible way that musical opportunity can be made available for all the children who want it and cannot pay regular lesson rates is through the institution to which all children logically belong, the public school. In Chelsea the Woman's Club cooperated with the school supervisor of music in establishing classes for violin instruction at twenty-five cents a lesson. Arrangements are made for supplying the entire outfit—violin, case, and instruction book—for \$8.00, "thus placing within the reach of poorer families a means of culture in instrumental music." And this opportunity is for all children. Parents in Chelsea are also co-operating with the superintendent in giving entertainments at the school to raise money for popular concerts to "cultivate the taste of pupils in music."

The Chelsea Woman's Club has seen the vision of musical usefulness in a community. It has gone beyond the cultural to the service stage and found the greater satisfaction. In Dubuque the Woman's Club had mothers and influential citizens sign a petition for a music supervisor and real musical instruction. "After two years' hard work with the press, with free music classes both for teachers and pupils, with recitals and public demonstrations of sight reading, the board finally adopted music." Other outside agencies have expressed a general interest in music by inducing opera companies and orchestras to give special matinées for the high school pupils and teachers.

With the growth of the school as a social center, group music for the less well-to-do, formerly only available in settlements, is being made possible for all children. In Portland, Maine, orchestras and glee clubs in the schools give concerts for parents. But even the fondest parent is not going to be long interested in "local talent," usually more local than talent. If school children are to provide

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entertainment for themselves and their fellow citizens, they must be trained both by hearing good music and by having a chance to study seriously.

A reprint, *A City School as a Community Art and Musical Center*, tells of experiments in music which have made the small manufacturing city of Richmond, Indiana, a model worthy the interest of all music lovers. The auditorium in the new high school is the meeting place of four musical bodies—the People's Symphony Orchestra, which gives a public concert every Sunday during the winter, the People's Chorus of 250 voices, the High School Chorus, and the High School Orchestra. The high school offers courses in vocal music, harmony, the critical study of music, and chorus training, and time spent on music outside the school counts toward a degree. In this way the community has been "filled with the necessary traditions and appreciation, and trained in the skilful execution that can come only with years of steady systematic training."

The Symphony Orchestra is a local organization of 65 members containing all the instruments of the usual, well-developed symphony orchestra. Thirty-five of its members are also members of the High School Orchestra, or are recent graduates of the high school. They furnish the city in a voluntary way with a quality of music that is not usually to be found outside of our largest cities, where it is usually so commercialized as to be inaccessible to those most in need of development along lines of artistic appreciation.

The larger city orchestra grew out of the High School Orchestra, which will continue to be its nucleus, and the leader of which has been the guiding spirit of all of the community musical movement. The High School Orchestra consists of 54 members with an instrumentation as follows:

10 first violins,	2 basses,	2 bassoons,	1 timpano,
10 second violins,	5 flutes,	8 cornets,	1 drum,
2 violas,	2 oboes,	2 horns,	1 piano.
2 cellos,	5 clarinets,	1 trombone.	

## THE TRUSTEESHIP OF TALENT

Most of the instruments are owned by the students, but a number of the expensive instruments that are of little use except as parts of the orchestra have been purchased for the school by the community. The initiative was taken by the Commercial Club of the city, which has been very generous in the support of the movement. Other instruments have been furnished by the board of education. This board has been more than usually generous, not only in supplying instruments, but also in supplying a teacher qualified to direct and lead in the musical work not only of the schools but also of the larger community. The director of music is, for example, the most highly paid teacher in the city system, his salary being, in fact, only a little less than that of the city superintendent of schools. Thus, music in the high school receives as much care as mathematics or science or literature, and is credited toward graduation in the same way.

The High School Orchestra was organized some twelve years ago. For eight years the high school has been turning graduates out into the community who are trained in skilful execution and in musical appreciation. In this way the school has been developing musical traditions in all ranks of the community.

The feeder for the high school body of players is the Junior High School Orchestra, consisting of seventh and eighth grade students. This is the place where they try them out for the first time and gather together all of the players of promise, both boys and girls. By the time they reach the high school they have "found themselves" on some instrument and have already had two years' training in cooperative instrumental exercise.

With this preliminary two years of training in the junior organization the 54 orchestral members of the high school, when they graduate, go out into the community having had some six years of systematic instrumental training. They have reached such a stage of proficiency and appreciation that they naturally feel a desire for continuing their activities after they have left the high school, and have entered upon their vocation. And thus the voluntary adult Symphony Orchestra is the logical result of the work of the schools.

What Mr. Mannes, the teachers, and supporters of the Music School Settlement have given to New York, other artists may give to their cities. What a settlement does for some children of the district may be done for all children in all districts through schools. What occasional women's clubs have done to encourage music in the schools may be

## HELPING SCHOOL CHILDREN

done by other clubs. What Richmond has accomplished may be emulated elsewhere.

Is music in the school curriculum?

How much time is given to it by pupils?

Is credit given at school, as in Cincinnati, for music lessons taken outside?

Is there daily ensemble singing?

Is there a glee club?

Can children use the pianos after school hours?

Do musical people give concerts in the schools?

Will music publishers give extra or soiled music for a school library?

Are there volunteers who would give lessons at a nominal price to children who cannot pay more?

Are there arrangements in your city to have school children and teachers admitted to concerts at special prices?

### III

#### PRIVATE GIVING VIA PUBLIC SCHOOLS

##### *Notable Giving for Schools*

[T may be concrete things, it may be services, interest, attention.

"The Seven Great Foundations" do not need to be described. Every one has at least a hazy idea of how the Southern Education Board and the General Education Board stimulate gifts for higher education and found normal schools. Yet, in their modesty, moderate givers have not realized that nation-wide school influence can be exerted without a million dollar foundation by working through mechanisms already running. Take, for example, the fund administered for two years by the Bureau of Municipal Research in New York. Miss Dorothy Whitney was interested in free dental clinics and wanted to start one for school children. It was suggested that instead of putting her gift where it would help only a very small fraction of New York's children, she use it in stimulating superintendents, physicians, dentists, and lay organizations to an appreciation of the dental need all over the country, thus making 500 communities think about the problem, helping 20,000,000 children instead of 1,000. Miss Whitney saw the larger opportunity; she knew that with a small preliminary gift she could accomplish indirectly benefits which would have cost millions directly. If she could help bring

## HELPING SCHOOL CHILDREN

about dental inspection in 300 or even 10 cities, her ratio of returns would be surprisingly large. Miss Whitney gave \$10,000 "to make known everywhere what every one knows to be necessary everywhere for the physical welfare of school children." Some 200 bulletins were sent to city and state superintendents on medical and dental inspection, non-promotion, and school reporting, bringing to the Bureau of Municipal Research numerous expressions of gratitude for suggestions which had pointed the way to improvements and increased efficiency.

It has long been conceded that private gifts must never take from the public the burden of educating its children nor relieve taxpayers of already assumed duties. There are instances of efficient giving which does neither of these, while at the same time making up for serious lacks in the existing systems of education. Men of wealth are proud to give buildings, grounds, endowments to universities and colleges, but individual gifts to state or city school systems are rare.

Some notable giving has been done in Saginaw. Mr. Wellington R. Burt planned an efficient school system for his city, saw where the "unsightly gap" came, and made up for the deficiency. His gifts have stimulated the pride of Saginaw's citizens along lines of educational progress. It might have taken fifty years of talk to convince the taxpayers that these changes were necessary. The dollars Mr. Burt invested are securing him returns in efficiently educated children, equipped for work and ready to earn a living wage. When you think what such giving will mean to all the children who will be born and brought up in that growing city, you admire Mr. Burt's long-sightedness and independent thinking. He might have started Burt College, an orphan asylum, or a home for defectives; instead he has brought three excellent things into the public school

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system of Saginaw. He is responsible for a manual training school with a bath house and swimming pool, all three completely equipped, and serving not only public school pupils, but those in the parochial schools as well; for the first trade school in Michigan supported largely by his contribution until the school board takes it over; for gardens on vacant lots near each of the twelve schools, fenced and planted with shrub hedges, where practical instruction in agriculture and gardening is offered, including corn and sugar beet culture.

In Indianapolis several schools are named after prominent men whose descendants have "liberally contributed to the equipment and adornment of the buildings." Another memorial gift, the income of which is \$1,400, has for thirty years made it possible for Woonsocket to have a manual training school by meeting the extra expenses which, without the outside fund, would make the venture too costly.

Individual contributions as high as \$10,000 were offered by business men in Columbus, Georgia, to start, build, and keep going free kindergartens and primary and secondary industrial schools. A bequest of \$120,000 was made in Oshkosh, and the result is the sixteen-room, splendidly equipped Orville Beach Manual Training School. Two million dollars has been bequeathed to public schools in Muskegon. A recent will made in Saginaw provides for four scholarships in the high school and the establishment of an industrial school with a permanent endowment of \$75,000. The only condition in the will is that a course in forestry be given. A bequest in Racine enables the high school library to use the income of \$1,000. Another gift of \$100 was left to one of the kindergartens. The late Elisha Levenworth of Waterbury established a fund of \$120,000 to further technical and industrial education.

## HELPING SCHOOL CHILDREN

Benjamin Franklin left in his will an example of giving directly and "forever" to public schools:

**I was born in Boston, New England, and owe my first Instructions in Literature to the free Grammar Schools established there; I therefore give One hundred Pounds Sterling to my Executors to be by them, the Survivors or Survivor of them, paid over to the Managers or Directors of the free Schools in my native Town of Boston, to be by them, or those Person or Persons, who shall have the superintendence and management of the said Schools, put out to Interest, and so continued at Interest forever, which Interest annually shall be laid out in Silver Medals, and given as honorary Rewards annually to the Directors of the said Free Schools for the encouragement of scholarship in the said schools belonging to the said Town, in such manner as to the Discretion of the Select Men of the said Town shall seem meet.**

In numerous instances gifts of equipment have been made. The necessary outlay of a few hundred dollars has started domestic science and kindergartens in many places, thus directly benefiting all the children who will ever make use of these departments. In Plainfield outsiders gave equipment for a science laboratory. Wausaw citizen interest supplied the outfit for domestic science and manual training, a chemical laboratory, and a stage setting for the assembly hall—and more equipment is needed. School libraries can make use of frequent gifts, and are often crippled for want of them. In Morristown \$400 was raised by interested citizens and given to the superintendent to buy books for each grade of the city schools.

On outside interest largely schools must still rely for their decorations, photographs, mounted and unmounted, casts, water colors, pieces of tapestry, frescoes, and jars for flowers. In a southern town a mothers' club made it possible for the city to have a high school by buying the furniture for it. They shouldered the burden which would

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otherwise have been the last straw that the finance camel could not carry. Ventilating boards for windows are unromantic things, yet the Woman's Club of Newburyport by its inexpensive gifts to several schools is supplying fresh air for more children than a dozen open air classes could cure when chronically ill. The Civic Club in Binghamton made it possible for one school to have a printing press. The boys are now learning the trade by getting out tickets, programs, and school papers.

At Christmas time schools get far less attention than churches do with one-tenth the children. In the poor children's districts, "my school," the symbol of everything bright and hopeful in these little lives, can make such very good use of a check for its Christmas party and for gifts in the homes that the teacher knows will otherwise not have any. Yet people apparently prefer to give through a newspaper which, in one city, had far more applications from would-be Santa Clauses than it could supply with children.

A school board is often so hard put to prepare for the repairs and increases made necessary by natural school growth that it is without funds for experiments. When outsiders make the first move the success and value of a venture which is already proved makes it easier to get money for continuing progressive measures. The money for experiments and new steps which somebody must start in order to keep schools up to the forward line has come more often than most of us realize from private citizens; and no wonder, considering the opportunity. In Evanston physical culture was supported in several schools by private means until general interest was aroused. So money has been given for the first taking of a school census in order to start, as it should be started, the enforcement of the compulsory education law. This amount varies, of course, with the size of the city, from \$7,000 in Philadelphia to \$25

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in a small town. School lunches start with private giving. To support a lunch in a school for 2,000 children costs about \$250 a year. Kindergartens, playgrounds, school gardens, athletics, all originated in many places through one or two interested outsiders.

The giving that has been gratefully told about by superintendents includes bath tubs and showers, swimming pools, flags and patriotic pictures, kitchenettes and couches in rest rooms for teachers, prizes for essays or attendance or athletic contests, pianos, sheet music, hockey sticks and balls, basketballs and footballs. The Washington Chamber of Commerce gives a yearly medal for marksmanship. There are twenty trophies to be fought for each year by members of the Public Schools Athletic League of New York. A much appreciated gift was Mr. John S. Huyler's complete set of instruments for a brass band. It belongs to Public School 21 in New York, and is the finest band I ever saw (not heard) because every boy, even if his clothes are ragged, is proud of his position, and plays with unabated energy, while all the other boys and girls form in line and march to their classes. That band puts spirit and "go" into the whole school. It means order, discipline, beauty, romance to over 2,000 children every year.

Grounds have been given for athletic fields, sand and equipment for playgrounds, rakes, watering pots, seeds for gardens and window boxes. One woman's club furnished 1,600 bean bags for a local playground. For health purposes people have given equipment for a dental clinic, drinking fountains, paper cups and towels, and first-aid-to-the-injured boxes. The articles that mean beauty and joy and happiness for children are too numerous even to list, but until superintendents, teachers, principals, and outsiders who see opportunities are more generous in making known what is needed and in suggesting ways that we can



**ALGONQUIN CAMP: WHO WOULDN'T BE ANEMIC?**



**GIVERS, SCHOOLS, CITY, CIVIC LEADERS, WORK TOGETHER FOR OPEN AIR FOR EVERYBODY**

**ELIZABETH MCCORMICK MEMORIAL FUND: FOR CHICAGO CHILDREN**

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## PRIVATE GIVING

help, we shall most of us fail to see continuous opportunity for giving to children through schools.

To will makers and donors schools offer a permanency of investment. Few other forms of philanthropy can be sure to adapt themselves as conditions change. Public schools are pretty certain to adapt because they will be under pressure to do so.

### *How Superintendents Would Invest Gifts*

Some superintendents are beginning to realize that people are ready to give if they only know what to give and whom to give it to. They have learned from mentioning casually something the schools need and having it eagerly furnished. And to make it easier for people to give they have occasionally listed needs in annual reports. The Hyde Park, Massachusetts, school report for 1910 gives the details of desirable improvements and additions for the schools, with the cost of starting and keeping up by commissioners or by outsiders. The superintendent estimates, for example, a school museum at \$310; school gardens at \$500, for annual running expenses. This is, however, unusual for a school report; and because so few superintendents tell us every year what they would like to have money for, we sometimes think they have no plans for spending extra donations from the outside. How far this is from being the case was proved by the returns which came from a questionnaire sent to superintendents by the Bureau of Municipal Research asking "Do will makers in your city remember your public schools?" and "Is your city ready to receive a gift of \$10,000 for public schools?"

We had been asked by a woman of moderate means who was making her will in a middle western city for suggestions about a bequest of \$10,000 a year to benefit children under 16 years of age in public schools. We passed it on to the

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men and women who should be best able to answer that question for their cities, and incidentally for the whole country.

The replies which came from 142 city superintendents showed needs for lump sums of over \$3,000,000 and annual maintenance funds requiring the income on \$7,500,000. The national work suggested to reach 20,000,000 school children and 100,000,000 citizens would justify combined legacy foundations of \$20,000,000.

When superintendents stopped to summarize they found long lists of new buildings, new equipment, new services which they said their general publics are not yet prepared to furnish but which the children themselves ought to have. Athletic fields and playgrounds, for example, are needed in 61 cities; school buildings in 47; equipment, vocational schools, medical and dental clinics, decorations, gymnasiums, school nurses, open air schools in many others. The list is long. Superintendents realize clearly that many of these needs are so fundamental to successful and efficient schools that taxpayers must be taught to meet them. The school people do not want private gifts for school maintenance which ought to be forthcoming from taxpayers, but they do want in almost every case the power to demonstrate and prove to taxpayers the value of improvements.

Our levy for educational purposes is at the limit; yet we constantly lose our best high school teachers from inability to pay them. We need decorations and apparatus which we cannot buy. I regret that our wealthy people do not remember these things (playgrounds and athletic fields) in their wills.

Innumerable things could be done which cannot be obtained through taxation.

The citizens of this community can be depended upon to maintain and support an industrial or trade school, but it is a problem to secure the plant.

The philanthropic side of open air schools—physicians, nurses, dental clinics—should be privately supported until the city takes over the whole.

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One superintendent, describing how outsiders might start much-needed kindergartens, says: "I feel sure, after having founded kindergartens upon this complete system, public sentiment would be so educated that no difficulty would be found in providing for their support."

The size of the city seems to have little bearing on the intensity or variety of things which superintendents feel should be done at once. This letter by a southern superintendent summarizes the way most schoolmen with 1,000 or 500,000 children feel about private giving *via* schools:

If a city of 15,000 should receive a gift of \$10,000 for educational purposes its school authorities would feel that an educational millennium was at hand. . . . Your efforts toward directing benevolences to the public schools of the country should meet with the hearty approval of the friends of education everywhere. Pretty nearly every school superintendent in America could write you a book in reply to your questions. I merely wish to add to my answers the suggestion that benevolences to public schools, if they are ever secured, should be directed to the erection of school plants and the maintenance of institutions and departments not possible from the revenues obtained through the ordinary channels.

"I am glad you are agitating this question," writes another superintendent, "and I hope something may be done to convince our very rich men that the public schools are as much in need of some of their money as the colleges and technical schools."

The lack of material relief and of scholarships that will enable worthy children to finish their education is mentioned in so many cities that it seems almost a general need. But most of the investments with nation-wide value suggested by superintendents—investments which will probably not be appreciated for years by taxpayers—have to do with publicity and investigation about school administration and methods, such as "a complete and comprehensive record of every child born; standardization of the courses

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of study; endowed agencies for the study of school problems in poor sections of the country; promotion of educational standard units and educational scientific management; publication of reports; special investigations of physical conditions, delinquence and vocational training; any amount for research and general information; for model schools; to disseminate more information among those who would be interested if they understood the needs; to collect data as to modern movements and how to bring the right thing to pass."

Not only comparatively large lump sums and annual instalments could be invested to demonstrate desirable school improvements or give relief through schools, but infinite numbers of small things could be used—easy and attractive gifts as the superintendents list them:

Small gifts of from \$25 to \$100 for lantern slides, moving picture films, dental clinics, concerts; annual instalments for excursions to historical and literary places near Boston. . . . Fund for prizes for essays, declamation, or debating societies. . . . Victrola and records for each school building; \$500 a year for library purposes; health instruction through nurses in the homes; a limited sum to endow vocational training schools, etc.

There is no question but superintendents are ready to invest gifts, small and large, without relieving taxpayers of legitimate duties.

### *The Charlotte R. Schmidlapp Fund*

Let me tell you what it is and does, then you can judge for yourself the value of this giving. Mr. J. G. Schmidlapp, of Cincinnati, founded the bureau bearing his name in memory of his daughter by a gift of \$250,000, which supports three departments of a Bureau for Women and Girls.

The educational department assists individual girls to secure an education. This is scholarship giving, careful

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record being kept of each girl applying, her family status, former employment, and references. Each beneficiary promises to repay the amount advanced her by the Fund, not as a legal obligation, but because of her desire to extend the same privilege to others.

The employment department places over 1,000 women and girls a year in positions that seem most suitable after personal interviews. Record is kept of these girls, the length of time they stay in each position, their earnings and reasons for leaving. Each firm, with which arrangements have been made previously, also keeps a record of the applicants sent by the Bureau.

The third branch of the Bureau is the vocation department, which, in cooperation with the board of education and the Child Labor Committee, is watching every child who leaves school at the age of fourteen years. The details of this work are given on page 303.

Everything done by the three departments of the Schmidlapp Bureau is aimed toward the solution of vital problems which schools and employers are facing. The records, carefully kept, are so much clear light on a complicated industrial-educational situation. While helping thousands of girls each year to get positions, or to finish equipping themselves for industry, the Bureau's work has a permanent bearing on school administration, child labor, and vocational guidance. Is such giving worth while?

For blank forms and information concerning the three branches of work, write to the Schmidlapp Bureau, 200 Union Trust Building, Cincinnati.

### *Shoes and Clothes for Poor Children*

It is not always such a simple proposition as in the one city where the superintendent writes, "Mr. R. helps our needy."

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In a civilized community there is no excuse for a child's missing school because he has no shoes or clothing. In the first place, the teacher, knowing his general condition, can guess pretty well why he stays at home, investigate and report. Where there is a truant officer he is not only for the purpose of returning truants, but of finding out why children are absent. Yet there are to-day thousands of children out of school for want of shoes and clothes, and superintendents write, for example:

We need from \$300 to \$500 a year to use for needy boys and girls.

We could spend \$200 a year for shoes and clothing to enable poor children to attend school; \$50 for spectacles for the same purpose.

We could use \$500 a year to pay for eye glasses and proper treatment of various diseases of children and of indigent parents, and much larger amounts to provide school luncheons and clothing for such children.

As a rule there is no school organization corresponding to the church's needlework guild, which supplies garments when needed, but some mothers' clubs and teachers' societies have been securing the necessary relief for their schools. Of course, where there is any sort of relief agency it ought to be enough for the teacher simply to refer a needy case to this office.

It frequently, not always, happens that there are fundamental remedies to stop that poverty which is making the child stay out of school. In Philadelphia, where the Bureau of Compulsory Education cooperates with three organized charities and two big church benevolent societies, "not only do they furnish clothing, food, shoes, and coal, but frequently the entire family is benefited. Parents and children are sent to hospitals, families are persuaded to move into better homes, and work is secured."

Where there is no special agency, occasionally a woman's club has taken up the work of relief for schools. The Civic Club in Kalamazoo maintains a clothing-and-shoe fund for needy school children. It requires not much money,

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and little time and energy, to collect old clothes from those who have clothes they want to get rid of and to pass them on to the schools that need them. The alumni of some schools have formed themselves into relief societies giving a yearly bazaar to raise funds and sending out appeals for clothing.

An interesting relief organization is the Public School Children's Aid Society of Quincy. "Each of the twelve schools of the city is looked after by one of the Protestant churches," writes a minister. "We raise money for the fund in various ways, from giving outright to public entertainments in the high school auditorium. This fund is at the command of those detailed by the churches to look after their schools. The money goes principally for shoes and clothing. All the Protestant churches are interested in this plan, and the Jews and Christian Scientists, and I think it has been a good thing for the churches as well as for the schools."

Is it advisable to start local relief work when organizations exist solely for that purpose?

Where relief agencies are basing their appeals on the efficiency of their work, should teachers and principals be forced constantly to appeal to other sources for clothing?

Don't teachers know about the relief agencies?

How can the relief agencies afford to let the schools go elsewhere for help?

Has your relief agency a school visitor who gets lists of needy children from principals?

Does the central office of the relief agency keep record of the schools which are attended by children of their families?

Does the agency emphasize its school cooperation?

Do churches offer relief to the public schools of their districts?

### *One Public School Relief Association*

One of the outlying boroughs of New York, like many cities and towns, has no charitable agency. The Public School Relief Association in Queens is composed entirely

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of teachers, members of mothers' clubs, and three laymen from the vicinity of each school. This body was organized at the suggestion of the district superintendent, who investigated cases of truancy and found that many were caused by lack of shoes and clothing. Monthly meetings are held at the school for business discussions and entertainments by teachers and children. The yearly income and expenditure on relief for two school districts is about \$1,000, one-third of which is guaranteed by the teaching force and the rest by the mothers.

When a child needs clothing, application is made personally or through his parent or teacher to the principal of the school. The case is then investigated by a member of the committee for that district, who issues an order on a local dealer with whom previous arrangements have been made. At the end of each month all the schools send to the treasurer of the organization their bills and duplicate vouchers for clothing purchased. After careful auditing by another committee the dealers are paid. During the year there are purchased about 600 pairs of shoes and 500 garments. Through the home visiting of the Association's committee, many family readjustments have been brought about and funds secured for special needs.

When the winter season closes and demands for relief are less pressing the Association takes up new interests. It began playground work with tent equipment supplied by the district superintendent. Local mothers' clubs of two districts, to raise funds for playgrounds, a supervisor, and apparatus, gave entertainments which resulted in a successful season of six weeks.

### *What One Outside Relief Agency Has Done for Schools*

For over a half-century the New York Association for Improving the Condition of the Poor has been emphasizing

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the advantages of close school cooperation. Its work contains many suggestions for relief agencies in cities large or small. Long before general interest in schools was even pretended, in 1845, a list of rules for visitors included the instruction: "Endeavor by systematic attention to the education of the children of the poor through the aid of the public schools to fit them for the proper pursuits of life and to be introduced into society as industrious and useful citizens."

Eight years later the Association led in a successful legislative campaign which ended in provision for the care of idle and truant children. The first two truant officers in the borough of Manhattan were secured by the Association in 1860, and two years later defects in the enforcement of the law were shown by citing cases of children not reached by these officers.

To this relief agency is due the extensive system of vacation schools which has resulted from the first two opened in 1894 and conducted by the Association for three years.

At the beginning of the school year, 1905, teachers received from the relief department a little bulletin stating that it wished to cooperate with them and asking that school children in undesirable home conditions be referred for investigation.

A study of the school children guests at the Association's fresh air summer camp supplied the first estimates about children with physical defects. The percentage of children found to need attention was proved even larger by the department of health's extensive examination, which showed that thousands were physically unable to meet school requirements. A committee was thereupon organized by the Association with expert investigators to find, from the board of health records, children needing medical, dental, or ocular care and better nourishment; to visit such children in their

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homes in order to ascertain whether their need arose from deficient income or from other causes; to secure proper treatment, where possible, either from parents, from public free clinics, or other established agencies, and the proper physical surroundings for children while at school, playgrounds, baths, etc. An effort was also made to establish a system of school records and reports which would automatically disclose significant facts regarding backward pupils, truancy, regularity of attendance, registered children not attending, sickness and physical defects. The third purpose of the committee was to "utilize available information regarding school needs so as to stimulate public interest and thus aid in securing adequate appropriations to meet school needs." Investigations, lectures in public schools, and talks to teachers' and other associations, newspaper articles and magazine stories, were the first work of this committee. A comparative study of the methods employed in 100 cities to record, classify, and present significant school information was later published, entitled *School Reports and School Efficiency*, by David S. Snedden and William H. Allen.

A handbook was prepared for teachers which located dispensaries and hospitals and gave directions how to use them. Unfortunately, it was never published, though the city's health department later issued a directory of the same agencies. Because so many children were found with defective teeth, one member of the committee opened at the Children's Aid Society a free dental clinic.

The most significant result of the committee's work was increased public interest in the physical examination of school children and the support given through budget hearings to the health department's request for more physicians. The many indirect results included the opening of a second free dental clinic, a thorough investigation into the question of school feeding and sanitary improvements, agitation for

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playgrounds, ventilation and the disuse of dry sweeping, and bathing parties for 20,000 children taken to the public baths in groups of from 50 to 200.

During all this investigation and the activities resulting the Association was specializing and perfecting through the relief department the work with school children and teachers. About 1,000 families a year are referred for relief by school officials, and 66% of all other cases are families having school children. The amount of material relief given to these families approximates \$60,000 a year.

Every summer in its fresh air work the Association tries to accommodate as many school children as possible. Teachers and principals are notified early in the spring that the Association will be glad to have the names of children who are especially in need of an outing. About 2,000 a year are given a nine days' outing at Sea Breeze, while for 9,000 or 10,000 more a day at the seashore is provided. The open-air school at Sea Breeze Hospital for children with bone tuberculosis, which has a teacher from the department of education, was the first in the country.

From this record of long and multiform cooperation with schools the Association's feeling is clear—that the most valuable members of the families to deal with are the children, and that public schools are natural means of reaching them.

### *Charity's Broader Opportunity*

In Elmira all the social, civic, and philanthropic agencies combine under the Social Service League, which, with relief as its foundation, has broadened, absorbed, launched boldly into various supplementary activities until it has become more than a relief agency—the clearing house for social service throughout the city. One outcome of this relief society's

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broader interest was the preliminary medical examination of school children by the Academy of Medicine.

In Harrisburg the Associated Charities, with a membership largely of men, aside from providing food, clothing, and eye-glasses, has been interested particularly in the night schools, and is helping to bring about the opening of school buildings as social centers.

Besides starting playgrounds and social centers, the Associated Charities in Waterbury, cooperating with the Anti-Tuberculosis League, secured the use of anti-tuberculosis textbooks by the upper grades of all schools. The Charities are now cooperating with the board of education in establishing an open air school and in securing special instruction for defective children who, the teachers say, are impeding the progress of the class. Principals are encouraged to refer all cases of destitution.

A relief society does its relief work better when it has the close cooperation of other organizations interested in the physical and mental uplift of children. With the fund of information about "causes" which is contained in case records of school children's families the relief society has an excellent opportunity to point out next steps in big, preventive, constructive work. The innumerable "whys" that only the school can answer and correct, the innumerable relief cases in the making that only the school can discover, possible readjustments, possible closer connections between teacher and parent—these are the relief agency's broader opportunity.

## IV

### SHORT CUTS TO PUBLICITY ABOUT SCHOOL NEEDS

#### *A "Twenty Questions" Index to School Needs*

1. Does the school report interest you?
2. How often do you visit a school in session?
3. Do you talk "shop" to school teachers?
4. When is the school budget voted?
5. How much money is spent on schools?
6. How many children ought to be in school?
7. How many are in school?
8. Are children prepared for the vocations which they are likely to enter, because of industrial conditions in their cities?
9. Is there medical and dental examination of children in school each year?
10. How many children are repeating their grades this year?
11. Are salaries high enough to secure efficient teachers?
12. Is any one watching child labor enforcement?
13. Is any one interested in school sanitation and decorations?
14. Have school children the right kind of physical training or organized athletics?
15. Are there hospitals or clinics where children can receive physical and dental treatment?
16. Do libraries and museums cooperate, or send loans to rural schools?
17. Do ministers ever preach on school questions?
18. How many parents' associations are there?
19. What is being done by schools and outside agencies for defective children—cripples, blind, deaf, mentally deficient, chronic truants?
20. What does the superintendent say the schools need most?

#### *Fostering Citizen Interest in School Reports*

It probably never occurred to you that a school report could be really interesting. They *do* exist, fascinating, help-

## HELPING SCHOOL CHILDREN

ful ones, far more than mere statements of statistics for the past year. Increasing emphasis is being put on the need for humanizing and making uniform school reports "to secure more reliable information concerning the schools through better reports on the part of superintendents and other school officials." Every change which makes a report an attractive story with a meaning for the layman increases the superintendent's opportunity for getting at his constituency and the parents of his children. The form of reports, the arrangement, the use of illustrations and charts, the type, the number and kind of statistics, are always important, but especially so when considered as a means of interesting the layman.

To hold the parent or the interested outsider who wants to know how he can do something about schools, superintendents have found that it promotes good feeling and prepares the way for future requests for assistance to acknowledge the part taken by outside agencies. The superintendent in Newport says, "I always give credit where possible for anything done by our citizens for the schools." The superintendent in Waco has a section in his report, "Mothers' Clubs and the Club Women," giving the details of women's interest which has resulted in decorations, drinking fountains, pianos, flagpoles, and improvements in school grounds.

The Bureau of Municipal Research made an analysis of 70 school reports for the year 1910. The superintendent in Adams says that parents flock to the schools to become intelligently interested; Leadville tabulates the number of parents' visits for the last three years; Salt Lake City notes the increased number of visits and resultant increased attendance and enrollment of pupils; Cedar Rapids tabulates the number of visits of teachers to homes and of parents to schools; Columbus speaks of parents' associations which cooperate to treat defective pupils and of physicians who

## PUBLICITY AND SCHOOL NEEDS

give practical hygiene talks at mothers' and teachers' meetings; Hyde Park mentions that the parents' association of 100 members bought a projection outfit for two schools and decorated the walls of school rooms; Pasadena speaks of the parents' clubs which have formed child study circles to cooperate with teachers; Decatur thanks the Mothers' Club which conducted medical and dental examinations in one school; Mt. Vernon notifies parents by printed circulars concerning changes and innovations in school work; Portsmouth writes that the Civic League conducted an evening school. But out of 70 reports only 21 made even brief acknowledgment of help received from the outside.

Besides having their cooperation officially recognized, citizens want to know what is the superintendent's ideal for the schools, the points of special excellence and significance in the system, the most deplorable gaps, and, above all, the most necessary changes. Though a citizen may be greatly interested in schools and may have current information about school work, it is hard for him to know what to do to-morrow and the next day, how to begin, whom to consult, whose advice to follow. With this principle in mind the trustees of Bryn Mawr College have arranged a list of gifts with their prices, which includes everything that the college can possibly want in the way of endowment, buildings, equipment, gardens, and statues. It does not leave out any factor, any detail of a complete picture which stimulates and guides the desire to give, while obviating undesirable "gift horses" whose mouths may not be safely inspected. The same may be done for any school system. Horace L. Brittain, when superintendent in Hyde Park, outlined in his report school needs in order of their importance, giving the cost of installation and of running expenses for one year, or for a certain number of years, until the experiment should be taken over by the school board.

# HELPING SCHOOL CHILDREN

## HOW HYDE PARK'S SUPERINTENDENT LISTED SCHOOL NEEDS

Improvements and additions	Expenses of equip-ment	Annual running expenses	Appropriation necessary for 1911-1912 on account of equip-ment	Appropriation necessary for 1911-1912 on account of running expenses
Adjustable ventilators.....	\$250		\$250	
Cleaning floors.....		\$200		\$200
New windows.....	500		500	
Extra lighting and ventilating in physical laboratory.....	50		50	
Adjustable desks.....	1,300 to 2,000		1,300 to 2,000	
Telephones.....		75		37.50
Special teachers.....		1,000		500
Medical inspection.....		1,000		500
Cooking in the grades.....	250 to 1,000	400	250 to 1,000	200
Household science in High School.....	250	400	250	200
Additional sewing.....		150		75
Additional manual training in grades.....	100	150	100	75
Manual training in High School.....	800	1,000	800	500
School museums.....	310		310	
Projection apparatus.....	360		360	
Kindergartens.....	1,000 to 1,500	500 to 1,000	1,000 to 1,500	250 to 500
Home and school gardening.....		500		250
Equipping Butler School as a center.....	500		500	
Part-time industrial school.....		750		375
Increased equipment of textbooks and classroom supplies.....	600		600	
Raising maximum of grade teachers' salaries to \$650.....		500		250
School libraries.....	200		200	
Full time for Truant Officer.....		400		200
Totals.....	6,470 to 8,420	6,825 to 7,325	6,770 to 8,720	3,612.50 to 3,862.50

## PUBLICITY AND SCHOOL NEEDS

In making their annual reports superintendents are asking themselves:

- What have other cities done about the things I am especially interested in—school gardens, for instance, or a free dental clinic?
- Is there ever a danger of reporting too many needs, since in this way I make it possible for people to choose the type of cooperation in which they are most interested and also show how complete is my 100% picture of what schools need?
- Is it wise to rank the lists of needs according to their urgency, thus directing outside help to the most pressing matters?
- In listing needs can I show in my report (a) first cost, (b) maintenance cost, (c) whether proper public charge, (d) or suitable object for private giving, (e) whether money or (f) service is needed?
- Is not an index indispensable in the complicated modern school report to enable the outsider to find at once the particular topics in which he is most interested?
- Is it more sensible to make my constituency think that the schools are perfect or to give a frank statement of needs and recognized inefficiencies?
- Am I afraid that if outside interest is encouraged people will suggest impossible, impractical things? This sort of interest is going to do harm if it is not brought out into the open and directed. There is cooperative energy there which needs a program. It is safer to have open criticism than simmering misunderstanding. As Prof. Simon N. Patten says, "It is better to support in an almshouse a man who cannot earn \$1.50 a day than to have him at large in the community."
- Can I not contrast special needs which are the outcome of our local situation with the ways such needs are met in other cities?

The superintendent who is at odds with his board finds in his report and in newspaper publicity his best opportunity for so bringing out facts that cooperating agencies, interested individuals, and the press may reach their own conclusions, and personal elements may be avoided. A situation of this kind in one city recently called forth a newspaper story from a prominent minister in defense of the superintendent whose dismissal had been ordered by an "over-

## HELPING SCHOOL CHILDREN

conservative" board. In a new town where it is hard to start things the school report is the superintendent's opportunity for interesting people and for disseminating information.

Granted that reports can be made so attractive that they will be read, inviting cooperation in school reports means that teachers and parents are brought closer together and that school work is stimulated because the teachers feel that the head of the system is really interested in welcoming aid from outside. It means giving parents a wider vision of usefulness through schools, and of their part in bringing about school improvements, no matter how trivial. Suppose the superintendent says, "My dear Mrs. Smith, if you come to visit our school to-morrow, and ask how you can be of use, you will hearten the teacher, encourage the pupils, stir up intelligent public opinion among your friends, and do yourself a world of good." Will not Mrs. Smith see a similar opportunity when presented less personally in the annual report?

In Houston the superintendent has interested a large number of business men in school work by educational banquets, for which this letter was sent out last year:

You are cordially invited to attend a banquet of men interested in education in Houston, to be given at the Rice Hotel, Tuesday evening, March 28, beginning promptly at 7 o'clock.

Incidentally, you are also invited to pay \$1.00 for the same, just as all of us expect to do.

If you know of any other men who are interested in education, and whom you would like to bring with you, you may do so, provided you notify us of your intention and see that the dollar is forthcoming in each instance.

Those who have attended our former educational banquet will understand that the evening is to be given over to good-fellowship, with perhaps a little business at the close. The committee appointed at our last banquet will report at this one.

We do not wish you to come unless you feel confident that you will

## PUBLICITY AND SCHOOL NEEDS

really enjoy it. If you do not accept this invitation we shall take it for granted that you lack either the time, the inclination, or the dollar. In either instance you will have our sympathy, and not the slightest offense will be taken.

A little thirty-page booklet, called *St. Louis Public Schools*, served to give visitors at the National Education Association Convention a bird's-eye view of that system. Why not have an attractive synopsis of school administration for distribution in your city?

### *Newspapers and Superintendents*

Additional publicity about school needs and opportunities for cooperation is given through the press at the time the school report is published and throughout the year. Frequently the superintendent's report is printed in full, or a synopsis is prepared for the newspapers by the superintendent, who is thus sure of having the important points brought out. Through the newspapers of Marlborough the superintendent makes a strong plea for the formation of school and home associations, for parent visiting, and attendance at exhibits. He does not, however, suggest any next steps for getting these things done. In Lawrence an association of teachers publishes weekly a series of articles called *Pedagogues and Parents*, taking up timely questions and recommending definite ways in which parents may get in touch with school work.

The aim is to inform the public as to what the schools are trying to do, why they are trying to do it, what the schools need, where the schools are weak, that the public through its intelligent cooperation may help schools.

These teachers, feeling that parents "ought not to sit down and wait for this information to be imparted to them," constantly urge mothers and fathers to visit the

## HELPING SCHOOL CHILDREN

schools and explain that no formality is involved, and a "cordial welcome from the teacher and a hearty although unspoken greeting from the children are included."

Most cities have little difficulty about getting school news into the papers. In Jamestown the superintendent wrote:

We have the ready cooperation of the city press. The editors are always ready to give us any needed space, and occasionally editorials call attention to special needs. One of the dailies sends a reporter to the school nearly every day for news items.

The superintendent in Wausaw gives credit for the excellent system of medical inspection "to a skilful presentation of facts through the newspapers," while in another city, during a rather difficult situation when a corrupt government was blocking all attempts at progress, the superintendent, with the cooperation of the leading daily, was able to go ahead with needed reforms. In New York four leading dailies publish school pages, columns, and sections. The superintendent in Elmira writes of making a personal call on editors, "talking the situation over with them, telling them just what I wished to do, and asking for their cooperation. In every case the editors assured me that they would be more than glad to use anything of general interest which I would furnish them."

From editors and those who understand the technique of using type the schoolman may draw suggestions for the set-up of his report, for the arrangement of headings, charts, and photographs that will best tell his story. A bulletin by the Bureau of Municipal Research, *The Improving Reputation of School Reports*, gives instances of the best form in some seventy reports.

### *The Schoolman as Advertiser*

Information may be also disseminated by a school bulletin. Houston, for example, publishes a *School Mirror*, which every

## PUBLICITY AND SCHOOL NEEDS

pupil may take home. It gives a chatty story about different schools, pointing out where each excels, noting athletic competitions, and reprinting prize essays. The *Elmira School Bulletin*, published monthly by the school board, contains suggestions for teachers and for parents, school notes, and reports of parents' meetings. Ithaca's *Our Public Schools* and Alameda's *School Bulletin*, both monthly publications by the boards of education, are interesting reading.

Exhibits in schools gather all the parents together once in a while to see what the children have been doing. "School Exhibit Is Attended by Thousands," said the newspapers in Altoona when it was opened with a social program prepared by teachers and pupils. In Selma's annual exhibit are included specimens of writing taken at random, maps, basketry, cardboard construction work, paper folding, sloyd, sewing, and woodwork. In other words, the purpose of the exhibit is to demonstrate as far as possible the routine work of the schools. A further purpose of the exhibit is to create an opportunity for teachers and school authorities to become acquainted with the patrons and friends of the schools.

A superintendent, speaking recently about how he secured outside cooperation, said that it takes very little time and personal supervision on his part to keep going with a definite program an affiliated organization which is once started and on its own feet. A parent-teacher association working with a consistent policy requires only a small amount of direction, given perhaps through a teachers' association or through the superintendent as a director. Superintendents must, however, have a strong enough connection with outside organizations to regulate the work done. "We move slowly," says many an outside agency, "because we are afraid of going beyond the extent of our usefulness, and we do not wish to be considered rash." There is no reason

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why, when a quick campaign is necessary, activity should be blocked by a tortoise-like group accustomed to move slowly.

As one superintendent put it, the schoolman must advertise as well as the business man who is trying to secure patrons. "Parents and the general public are our patrons. We must keep them in touch somehow with what we want to do."

This is well expressed by the superintendent in Trenton, writing of the school needs which are most pressing:

Probably the most fundamental need is the awakening of the minds and hearts of our citizens and taxpayers to the needs and possibilities of a really efficient system of public schools and the enkindling of a constant zeal on the part of Catholic and Protestant, Jew and Gentile, rich and poor, aristocrat and common people, to have a system of public schools that will render the largest and best possible service to the city. For this purpose we should need a fund ample to support a school advocate, a sort of press agent or educational evangelist who, by articles in the newspapers, by public addresses, by special letters to parents in various languages sent with the children to their homes, by personal conferences with individuals or groups of citizens and in other ways, would do all that might be done to establish the right ideal of the function of the public school in a democracy and secure from all the people active, liberal support and cooperation in making the schools all that they ought to be for the progressive realization of that ideal.

The superintendent in Selma has repeatedly offered his wares to the parents, throwing open wide the doors of the schools by this letter:

TO MY PATRONS,—I am inclosing herewith a copy of my daily schedule of study. The purpose of this is twofold. First, I want every parent to feel free to visit class work at any period during the day, and this will enable any one to tell just when to come to see language, reading, arithmetic, etc. Second, this schedule will inform you exactly as to what classes recite each day, and you may thus be able to keep an eye on the child's preparation at home.

I would like to go further and say that you are invited, even *requested*, to visit our work at any time you choose. It is especially necessary that you see those classes at work in which your boy or girl gets poor marks.

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And lastly, it will aid materially the progress of your child if you will kindly see that he is in school every day. One day's absence cannot be made up, though the work is done at home or during extra hours by the teacher, because the child loses sequence of work and continuity of thought which is beyond recall.

The superintendent in Dayton gives on his letter head special office hours—"For Parents, Tuesdays, 6.30 to 8.15 P.M." Through school reports, exhibits of work done, newspapers, and personal or advisory connections with outside organizations superintendents have done their advertising, and according to their success have the schools benefited.

Several superintendents have explained that the interest of citizens in their cities is limited by the lack of school funds and by the economic connection of schools with general prosperity. "We can count on the support of citizens as soon as the financial situation will justify our board in undertaking improvements." The superintendent in South Carolina writes that "public school interest is deep and wide spread. If the next five cotton crops sell at five cents, unprecedented educational development will most certainly follow." If constant measuring of schools by a money standard and emphasis on budgets seems to you pecuniary and distasteful, remember that every advance step means a school budget increase. Anything which cannot eventually be proved "worth its salt" to the common council or board of estimate will inevitably languish in the hands of outsiders and superintendents. When a need for increased appropriation arises the superintendent who has steady support from the outside, besides his board of education, finds himself better able to do for his schools what he sees should be done.

### *School Inquiries*

Because of criticism from those inside and outside the school system has come the need for accurate, constantly re-

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curing statements through press comments, school reports, and special studies to show what the schools are doing, what they ought to do, and how they can be made to work with greatest efficiency. School inquiries like those for Newton, Greenwich, Dobbs Ferry, Syracuse, Wisconsin, and New York City have shown how helpful may be the right kind of constructive criticism. The time will come when a community will be considered backward if a thorough examination of its school mechanism has not been made. The *Tribune*, in September, 1911, wrote of New York's inquiry, then under way:

If public education has got into any ruts, this inquiry should show the people what the ruts are and how to lift the schools out of them. No matter how well the schools here are conducted, the stimulus of intelligent outside criticism will be sure to be beneficial.

The principle of having school inquiries conducted by outside agencies is not new. In 1881 the Citizens' Association of Chicago set its educational committee to work on a general inquiry into the system of public schools. They took up four distinct problems, discussed the present situation, and suggested changes in legislation and increased appropriation. William H. Allen said recently:

For the first time in the history of educational discussions in the United States, we are getting a democratic basis for the consideration of school problems, where the able man can by reporting facts as to retardation, physical examination, or arrangement of curricula earn higher rank as an educator than the superintendent of a large city school who neither seeks nor admits the truth. Inquiry and challenge being in the air, editorials in newspapers and magazines have raised questions in the minds of the parents, taxpayers, mayors, etc. Each schoolman has come to feel that until he has explained the situation of his schools to his own constituency he is on the defensive.

School inquiries have been proposed by boards of education, by money voting bodies, public education associations,

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boards of trade, newspapers, teachers, women's clubs, and superintendents themselves. In Amherst the School Alliance has taken upon itself the burden of conducting a whole school inquiry. There is no reason why an outside organization cannot act as a constant school inquiry by engaging experts when necessary, bringing to bear the experience of other cities and using the information of years of constant watching and intimate acquaintance with school affairs. But the Bureau of Municipal Research writes:

Potentially—the best school investigator is the superintendent who wants to know his problem and his product.

Potentially—the best tester of a class is the teacher in daily contact with that class wishing to know his or her problem and product.

The Russell Sage Foundation has stimulated veritably hundreds of self-inquiries, by offering to tabulate and interpret, at its own expense, material collected on the proper blanks.

There are certain fundamental principles on which an inquiry by school officials or outside experts should be based. "The inquiry's plan and method should be explained to the public over and over again; the inquiry should start with problems uppermost in the public mind. As rapidly as conclusive facts are obtained, and as rapidly as forward steps are possible, reports should be made to the school and to the public. Inquiries should be made obviously constructive from the first day—each forward step taken by the school brings new needs and new facts to light. No more should be reported at one time than the public can understand. School officials should be publicly put on record as to each subject or field reported upon by the inquiry."

A thorough inquiry is a practical preliminary to outlining a program of school cooperation by outside agencies.

## HELPING SCHOOL CHILDREN

### *Making School News Easy to Use*

During the last two years superintendents of schools, other educators, municipal officials, and the chief newspapers in cities of 7,000 inhabitants and over have received over 200 post card bulletins and small folders on all kinds of school matters. This is the method of meeting a nation-wide opportunity which the Bureau of Municipal Research of New York is using to universalize best methods, new facts, and self-inquiry in all fields of municipal administration.

The details of this method are given here, not only because it has brought results in many cities, but because it can be used by any woman's club or chamber of commerce to keep those citizens currently and progressively informed whose interest in school matters is desirable. The theory is that even the busiest person is pretty certain to read small cards giving one idea at a time. (Fig 3.) Many bulletins like those on school reporting, non-promotions, and medical inspection are the results of questionnaires which have been sent out to superintendents with the promise that the returns will be made available for all schoolmen. A random selection of *Efficient Citizenship* bulletins, reprints of newspaper comments on school questions in other cities generally, brings out these headings:

Plan Aid for Retarded Pupils (St. Paul); Medical Inspection of Rural Schools (Philadelphia); Lessen Strain on Pupils' Eyes (New York); Publicity Helps Education's Cause (California); "Chicago" is New Study in Chicago Schools (Chicago); Teachers Physically Fit (New York); Grammar School Proficiency (New York); Training the Infant Citizens (Philadelphia); Bad Air in Schools (Kansas City); Do Rural Schools Need Health Supervision? (New York); What Subject is More Important than Doubtful

BUT 14 OF 300  
DEN  
only Rec.

**What Plans Are Being Made for Your Schools  
This Next September?**

**SAVE YOU A DENTAL HYGIENE FORTY?**  
Statistics show that 90 per cent of adults and  
of school children have defective teeth  
of month-born disease  
scars.

TOOT  
MIG  
PE

**A SCHOOL MAN ON DENTAL HYGIENE**  
School Editor of The Globe  
Sir: I see that they are going to hold a conference to discuss children's teeth. This is certainly a toothsome piece of news when you consider the many and serious educational evils that will be discussed at any conference. Will there be any discussion of the matter of teaching the matter of dental hygiene? Will they ever discuss the matter of dental hygiene? Will they ever discuss the matter of dental hygiene?

ND TEETH  
d that  
have  
up

**TRUE MEANING OF DENTAL HYGIENE**  
The mental and physical efficiency of school children can be greatly aided by being taught the proper use of the teeth in the field.

**DENTAL HYGIENE**  
Metropolitan

What Are Your School Days About  
to be easier  
than  
a  
DENTAL FOUNDATION  
A Boston School  
of Dental Hygiene  
which teaches  
the principles  
of dental  
hygiene and  
brushing  
and flossing  
at the  
same  
time

Metropolitan Life Bldg., 18 East 24th Street  
May 12 - 18, 1918

**Charity Organization Society**  
**Children's Aid Society**

**Evening Meetings**—See Newspaper Notices—Speakers: Senator Owen, Irving Fisher, Dr. Woods Hutchinson, Dr. Luther H. Gulick, Dr. George W. Goler, William Church Oshorn, etc.

### Day-time Stereoscopic Lectures for Children

**Fig. 3**

## SOME STIMULATORS OF INTELLIGENT INTEREST



## PUBLICITY AND SCHOOL NEEDS

Pupils? (Williamsport); The High School (Montclair); School the Year Round (Cleveland); Some Newspapers Which Value School News (Rochester); The Need for School Investigations (New York); Handicap Race Toward Graduation (Hoboken). On the bulletins sent to newspapers is usually printed, "Will an editorial on this help your city?"

Four and eight page folders like *The Improving Reputation of School Reports; When Do, Why do, Where Do Children Fail?* are also distributed widely, as are reprints of articles in school journals and abstracts of addresses.

It costs about \$9 to print a double postal card and \$5 to send it to 500 superintendents in 52 states. Newspapers are often glad to furnish the matrix for reprinting what they have said about school work, so the expense of this suggestion-circulating is comparatively very small. Handy in size and unique in coloring and set-up, the bulletins do not impress the receiver as formidable or onerous communications.

The Bureau has kept on sending bulletins to schoolmen, without asking how many profit from them. Sometimes, after a hundred bulletins have been sent to him without a response, a superintendent will write for more information about some particular fact that has caught his attention, advise a uniform size and form for filing, or ask to have his school trustees placed on the mailing list. Eighteen months after a card was sent out asking some questions about non-resident pupils the answer came back from one superintendent who had evidently not been interested in that particular question until then. That the bulletins have met a need in many cities, sample letters from superintendents show:

ALTOONA, PA.—I appreciate very much the copies of *Efficient Citizenship*, which you have been forwarding to me from time to time. Some of the suggestions contained in these articles are being applied in our Altoona schools.

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CLEVELAND, OHIO.—I have to thank you for copy of *School Stories*, which is suggestive and interesting. Our office has ordered a few additional copies, and we shall probably need more. I congratulate you upon this helpful stimulus to educational progress.

DENVER, COL.—I have been intending for some time to write you expressing my appreciation of the wonderful work which you are doing in connection with the Bureau. . . . As a result of your work I shall certainly exercise greater care in the preparation of the local report and have already made numerous changes in the character of the statistics to be gathered for another report.

GALESBURG, ILL.—I wish here to thank you for copies of *Efficient Citizenship* you have sent me. I feel that they contain most valuable information and that they will be of great help to me in my work here.

LITTLE FALLS, N. Y.—We desire to thank your Bureau for its moral support in lines of activity new to the public and for its reasonable suggestions in taking up those lines. Our school manual, inspired to some extent by your citizenship letters, will be forwarded to you.

WILMINGTON, N. C.—During the past year I have been exceedingly interested in the literature which you have sent me, and assure you that it has been of the greatest benefit. I have gotten some splendid ideas, and hope you will continue to mail to me whatever literature you have.

Special funds of from \$50 to \$10,000 (like the Dorothy Whitney Fund, page 33) have been given to the Bureau for special sets of bulletins. A gift of \$300 was made to send out "follow-up" cards on the St. Louis meeting of superintendents, 1912. The purpose of these cards was to give "one point at a time, suggestions and new facts that promise to be helpful to schoolmen throughout the country." The cards dealt with uniform methods of reporting withdrawals from school, overage children, non-promotions and failures, rural school problems, school inquiries, school census, school publicity, and steps in making an annual report.

Of this method of school work the Boston *Transcript* wrote in 1911, "This movement makes itself a sort of clearing house of everything new of value that is discovered to work well in any part of the country." The Bureau's method

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has proved that proportionately large results can be secured by a small amount of money spent through some central agency to keep superintendents currently informed about the best things being done by schoolmen, no matter how obscure or small their schools.

Any other outside agency can maintain this constant watchfulness of what is being done in other cities. Press comments, clippings from other cities, school reports, and letters from school people give information which may be used to throw light on local situations. In New York, for example, suggestions from school reports in other cities have led to important changes in methods of reporting.

### *Budget Exhibits*

Most people do not get a clear idea of what schools are doing when they read that the board of education is asking for \$10,000 or \$25 for manual training and \$1,000 for special teachers. For the first, suppose you substitute the sight of carved taborets, book racks, tables, shirtwaists, mechanical drawing plans, iron candlesticks, and home made bread, or charts showing a black section in a circle for the number of children who do not take part in making these things. For the second, suppose you substitute books used by blind children in learning to read, pictures of children singing, and perhaps an original musical composition. No one can look at, hear, and handle these things without a definite understanding of how most of that \$10,000, \$25, and \$1,000 is going to be spent during the next twelve months. Very few people visit schools or see enough kinds of school work to comprehend even vaguely the thousand and one things that schools are doing. We receive a condensed and vivid impression through concrete objects and graphic representations by pictures and charts and figures. And

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the effect is the same whether the money involved is \$100,000 or \$100.

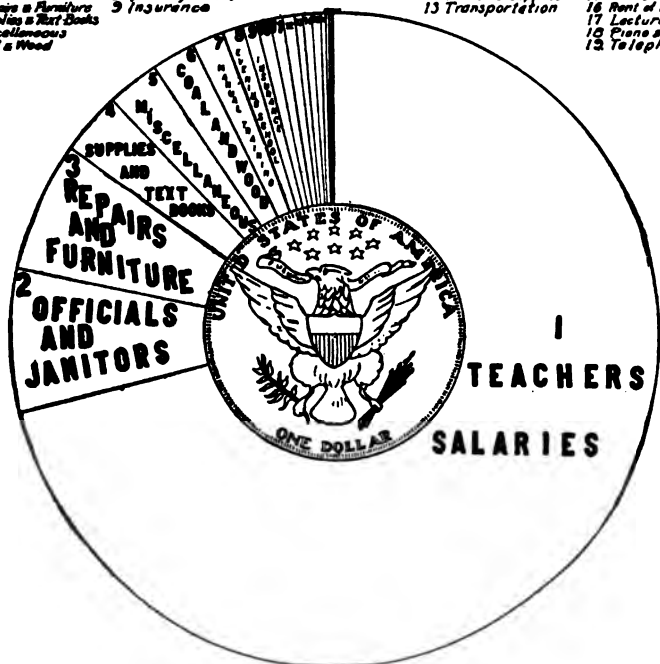
Any exhibit of school work is interesting and worth while, but no exhibit is quite so worth while or quite so unforgettable as a school exhibit which is combined with the story of what teachers and administrators want to do next year. That story can be told completely only at budget time. Suppose, for example, that vacation schools are tried experimentally in your city and found to be very successful. Pictures and perhaps a demonstration of children doing raffia work at the budget exhibit show that clearly. "We need \$10,000 more next year to give 20,000 more children this opportunity," says a chart. Supplementing this there is perhaps a talk by the director of vacation schools, or the superintendent of schools, who tells just what they want to do with the extra money. The public understands and approves. It says so through the newspapers and at taxpayers' hearings, and the extra vacation schools are easier to get.

Of course a real budget exhibit does not limit itself to school material, but includes health, streets, finance, paving, and police. There is nothing more thrilling than the yearly show held just before New York's budget is voted. You see, for example, a booth where measures with false bottoms and sides and hoppers made over-heavy by pieces of iron underneath are shown to wondering housekeepers. There is a model dental clinic with chair and equipment. The last word in motor fire engines and the Bertillon system of catching crooks are explained by city employees. Hundreds of processes, hundreds of acts being performed every day by 85,000 employees, are here demonstrated, explained, revealed to everybody. And there is no doubt about people being interested. Eight hundred thousand visits were paid during four weeks in New York, and thousands of columns

# HOW \$1.00 IS SPENT

## KEY

Teachers' Salaries	7 Manual Training	10 Medical Inspection	11 Printing	14 Gas & Electric Light
Officials and Janitors	8 Evening School	11 Printing	12 Janitors' Supplies	15 Water
Repairs & Furniture	9 Insurance	12 Janitors' Supplies	13 Transportation	16 Rent of High School
Supplies & Text Books		13 Transportation		17 Lectures
Miscellaneous				18 Piano & Clock Care
Coal & Wood				19 Telephones



(Courtesy of Robert L. Stevens Fund. Made for Hoboken's Budget Exhibit)

Fig. 4

ONE WAY HOBOKEN WAS INTERESTED IN SCHOOL EXPENDITURES

## HELPING SCHOOL CHILDREN

were given in the newspapers. When Hoboken had a budget exhibit under the joint auspices of the Board of Trade and the Stevens Fund for Municipal Research, one evening was devoted to schools. (Fig. 4.) It was a rainy night, and the exhibit was up four flights in a building without an elevator, yet 200 people were turned away by the fire guardians. In the spring of 1912 the Equal Franchise Society, a group of society women in Dobbs Ferry held a budget exhibit for five days in the town hall. There was more frank discussion of what the town needed during those days than there had been during five years.

There is no better way than a budget exhibit to show the school's relation to other city departments, or where schools are not meeting 100% of the needs along special lines, or how outside agencies can supplement and cooperate effectively. Any group of men and women can get up a budget exhibit. It costs comparatively little, because a large part of the material can be furnished by the departments. In making charts, securing pictures and statistics, officials and reports will be of great assistance. The exhibit may be held in a school building, library, or town hall. It should, of course, be widely advertised by sign-boards and news items, and there should be informed persons to explain and guide. In Hoboken bright-colored handbills were distributed to the home-coming crowds at night. For information about budget making and budget exhibits write to the Bureau of Municipal Research, 261 Broadway, New York. For suggestions about school exhibits write also to the Russell Sage Foundation, 1 Madison Avenue, New York.

# PUBLICITY AND SCHOOL NEEDS

[ONE WAY A PUBLIC EDUCATION ASSOCIATION  
ABUSED INTEREST IN INDUSTRIAL EDUCATION]

*The Providence Public Education Association invites you to listen to an address by Mr. Arthur D. Dean, Chief of Division of Vocational Schools for New York State, on "The Educational Significance of the Manual and Household Arts," at Manning Hall, Friday, May 17th, at eight p. m.*

*ANNIE H. BARUS, Secretary.*

There are Forty-four cities in the United States having a population between 100,000 and 500,000.

Only Six of these cities give no instruction in either Manual Training, Sewing, or Cooking in the elementary (Primary and Grammar) grades of their Public Schools.

**THESE SIX  
CITIES ARE**

Atlanta, Georgia  
New Orleans, Louisiana  
Memphis, Tennessee  
Kansas City, Missouri  
Scranton, Pennsylvania, and

**PROVIDENCE, R. I.**

Ask the three members representing your Ward in the School Committee, WHY Providence is the only northern city of the Forty-four without such teaching?

Ask the members representing your Ward in the City Council, WHY?

## HELPING SCHOOL CHILDREN

### *Does Your Town Know What You Are Doing for Schools?*

Do you buy a year book because it is interesting, helpful reading, or because you are loyal to your club? Every year scores of clubs and federations are recording their twelve months' experience in year book form. The pages number into the thousands, and each page is an opportunity to tell a story of big, interesting things, civic, artistic, philanthropic, so that hundreds of other women who are also thinking about big, interesting things will say, "This is good; it will help me in my work." The stimulus and encouragement of a successful example always counts for much. Yet the average year book—like the school report until recently—is anything but inspiring. It is usually printed as cheaply as possible, without photographs or illustrations. The paper and type are poor. When you have glanced through it you feel that a necessary duty has been done.

Georgia's, on the other hand, is a good example of a federation year book. It is prefaced by the president's recommendation for the early publication of the book "to serve as a guide to the year's work, to give access to department reports and the names of committee leaders." The year book's stories about work for schools are not only interesting, but are followed by stirring suggestions:

Have all educational committees appoint a specific day on which pledges (voluntary) may be obtained for educational purposes.

Every letter pertaining to club business deserves a reply, and a prompt one.

Secure from local papers space in which clubs may create sentiment for general welfare work.

Send your criticisms and suggestions about federation administration to your officers.

I wish some true philanthropist would give enough money to get out a typically good standard year book, just as attrac-



**COUNCIL OF JEWISH WOMEN: NEIGHBORHOOD HOUSE DEMONSTRATION: PORTLAND**



**TWENTIETH CENTURY CLUB: RENO: IN SCHOOLS NOW**



**CIVIC FEDERATION OF NEW HAVEN: FOR MOTHERS  
OUTSIDERS PROMOTE DOMESTIC SCIENCE IN SCHOOLS**

8701

## PUBLICITY AND SCHOOL NEEDS

tive as the latest best seller, just as helpful as a cook book or fashion magazine.

The year's activity of the most public-spirited women in a town is something for the town to talk about and something the newspapers are glad to feature. Intermittent publicity during the year keeps the town interested in the problems women are tackling. Club publicity should begin early in the fall, when the program for the year's work is announced. News items need not always be given out by the club. If women are working quietly to avoid personal publicity they can at least keep the town interested in their object. But even the clubs which now find publicity of any kind distasteful should be convinced beyond question of its value by such testimony as this:

Newburyport is only a small place with about a dozen school houses. The school committee had tried with more or less energy and with more or less success to improve the school houses. An indifferent public, and consequently an indifferent government, made progress slow. Four or five years ago the Woman's Club appointed a committee to investigate and report. We had no questionnaire, but in company with a member of the school committee made a house-to-house investigation, taking notes as we went. The report, which dealt chiefly with the sanitary conditions, was made at a business meeting. The schools were reported individually and in a matter-of-fact way. We took care to have reporters present, and the details were published in the daily papers with big headlines. The Club then appointed a committee to lay the facts and recommendations before the city council. The committee sent a written communication and reinforced it with their presence and addresses. This again was reported in full in the newspapers. This was enough to start public opinion, and it was kept alive by constant reports in the club meetings, by notices in the papers, and by personal prodding of the city council. The school committee were ready with help whenever necessary. The council responded, of course, to public opinion, and in the course of a year or two several thousand dollars had been spent on repairs. Much more needs to be done, but interest has been aroused, which is the important thing.

With regard to the new school house, the need was emphasized all

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through the above work, and finally culminated in a mothers' meeting, where there were addresses and discussions bearing on the subject. This was followed by a petition which was signed by every mother in the district. Perhaps I ought not to claim that we secured the new building, for it would have come some day anyway, but I do think we helped to get it sooner.

The two most valuable suggestions which I can make from our work are, first, the value of publicity, and, second, the importance of working with, and not in antagonism to the city authorities.

Suffragists have discovered innumerable ways, some of them ingenious, of advertising their work. Pamphlets, maps, posters, rubber stamps, blotters, post cards, badges, are sold and given away to let the town know what women are doing. One advertisement reads: "So great is the resourcefulness of suffragists in devising means of educating the public on suffrage that nearly every state association and local league has attractive supplies for sale which are useful mainly to the local association or league. Are you not looking for some of the articles advertised below for your local work?" There are means equally successful of letting cities know about open air schools or playgrounds.

In Chillicothe, during the "health day" campaign, "local newspapers are kept supplied with copy bearing on these subjects, and are very generous in supporting these movements." In another city "many articles in the papers about schools have stirred up a good deal of feeling." Some clubs have publicity committees "to keep the public informed of our work." A symposium of club experience with newspapers would be extremely entertaining and contain many "danger signs" from the bitter experiences of press committees.

## V

### COMMUNITY PROBLEMS SEEN THROUGH SCHOOLS

#### *Truancy and Tramps*

ABOUT each type of abnormal child clusters a group of outside agencies ready to suggest and care. But no one class of children arouses so much interest, perhaps, or has so much money spent on it as wayward boys. Correctional and penal institutions are usually reserved now for chronic cases. Through probation officers and the cooperation required of teachers in signing parole slips, schools are close to juvenile courts and probation commissions. To regulate school truancy, the police department works side by side with the attendance officer. Any citizen is helping schools to fight truancy and thus prevent juvenile delinquency who has interest enough to ask the child he finds loafing or running errands at ten o'clock in the morning where he lives and to what school he goes, and then to drop a post card to that school.

Truants and naughty children are not isolated figures, but intimately mixed up with lots of other people; and before it is too late the school should, by trying every known preventive measure, forestall the accusation which has been made already in some cities, and will be made in all, that "it was the school's fault." In large cities superintendents have many outside agencies to help them. Across the country a chain of Societies for the Prevention of Cruelty to

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Children is looking up cases of truancy and crime reported by the schools, taking them into court, cooperating with relief societies and officials. They have a chance to see how the compulsory education law is really being enforced. For example, a complaint was sent in to one of these Societies that a little girl was being ill-treated by the family with which she lived. The Society's visitor found this child of twelve, a thin, crushed, sickly little drudge, who had been adopted when a baby "to become one of the family," and had suffered under work too hard for a grown woman. She had never been to school a day, nor had she any lessons at home, and the man who had brought this about was the principal of one of the public schools.

But no outside agency in this day and generation should focus attention solely on the comparatively few cases serious enough to get into court. Because truancy and waywardness have so many roots, organizations are fighting diligently against cigarettes, liquor interests, employment as newsboys and gum-sellers, and bad conditions in moving picture shows. Few outside agencies, however, have dared publicly to attribute to schools the blame for many cases of juvenile delinquency, for the failure to secure physical fitness of pupils, to visit homes, and to provide recreation and education that really appeal. With the development in schools of clubs, classes, athletics, dancing, moving pictures, physical care, and home visiting, the school itself is taking up the preventive work which alone can make juvenile courts unnecessary. Even almost chronic waywardness is being cured before it is too late. Take, for example, the "bad boy" school in New York to which incorrigibles are sent from other schools. Under the care of a woman principal, with routine school work as their penance, 50% of these boys turn out well. Every child sent there is on the edge of, might so easily land permanently in the reformatory.

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Those that do not turn out well from this school are probably hopeless.

Every society and individual working with wayward boys and girls has a right to find out *why*. Did the school fail? Did the home fail? If school and home had been different, would it have happened? What must school and relief or recreational agencies do to keep a case like this from ever happening again? The messages and suggestions that a probation association or children's society can give to schools and homes are perhaps their most important contributions. Does an agency which, for fear of hurting itself, fails to tell about schools what it knows to be true deserve the interest and support of intelligent people? Superintendents and school boards have not perhaps realized that their failures are the real tests of their work; that what the children's society can tell them is of great value.

In smaller cities and rural localities the whole community must be made to share the responsibility for checking waywardness. A recent article by the secretary of the National Society for the Prevention of Mendicancy reviewed ways of keeping boys in small towns from taking up tramp life on the road. No mention whatever was made of the school as a potential preventive for mendicancy; yet each cause for the increasing number of boy tramps has a logical antidote in the village school. The longing for adventure, which is mentioned as one of the prime causes of tramping, can be offset through the public schools by adequate libraries with books on travel and history, by teachers prepared to give talks on travel, by moving pictures, loan exhibits, and better newspapers. The dullness of some towns might be combated by using the schools as social centers, substituting a school reading or game room for the town pump as a meeting place for both men and boys; by starting club work in civics, history, art, literature, dra-

## HELPING SCHOOL CHILDREN

matics, and industrial training; by putting into the school curriculum more interesting and creative work which may be continued after school hours and keep boys busy on drawing, wood carving, designing, and iron work. At the same time a series of pictures and talks in schools can show the dangers and unpleasantness of tramp life. Something like the boy scout movement, reaching boys through normal adventure, might be extended to smaller communities. Better preparation and higher standards for teachers are most fundamentally necessary.

Voluntary organizations, women's clubs, or civic leagues can be used at once to further this social, preventive work. Irregular attendants in schools are potential tramps, and teacher or attendance officer should be enlisted to see why these boys do not come regularly. Where truancy is the result of physical defects, treatment by physicians is needed. Our schools are supposed to have every boy just at the dangerous age. If our schools are inadequate and children do not attend, the entire community should help them lead the fight against truancy.

How many truants were reported last year by policemen? By private citizens?

In mentioning truancy in his annual report, does the superintendent tell the supposed causes?

What is the use of reforming, at great expense, chronically bad boys, if schools and homes are going right on manufacturing more bad boys in spite of known preventive measures?

Are children, condemned by the teacher as unmanageable, put on probation? Sentenced without probation? Dropped from school without provision in a detention home or parental school?

How much money does the city, state, or county spend on its correctional institutions?

How much would it cost to put preventive, socializing activities into the schools? To start "bad boy" schools? To have adequate probation?

Is it practicable to give particular attention to "bad boys" by special classes in the regular schools?

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### *Anti Child Labor or Pro Compulsory Education?*

When our schools shall reach out and give practical help to every child, the problem of child labor will be largely solved." The National Child Labor Committee and its local branches throughout the country are connected with schools because they endeavor to secure laws for the protection of working children; to agitate for technical education, vocational guidance, and special classes; to standardize state and city school reports; and to interest the public in birth and registration laws.

In Connecticut the Child Labor Committee and the Consumers' League made it possible to have a vocational counselor in the schools and planned his work from a previous study of vocational guidance in other countries. The New York Committee has made studies of school attendance and truancy. Its two expert investigators help the department of health see that working certificates to children leaving school at fourteen are based on actual evidence of birth, school attendance, and health. This has convinced school authorities that the issuing of certificates is not an unnecessary form. Scholarships are secured for some of the children who otherwise would be forced to leave school. Truants and illegal workers are reported to the school officers by the Committee's visitors, and are watched for a month to see whether their school attendance is regular. In most states, however, anti child labor interest has to do exclusively with legislation. But the child labor expert is more than a state capitol lobbyist. He knows how laws should be enforced, and locally he can give constructive suggestions about meeting problems of truancy and non-attendance. A secretary of one state committee writes, "In some places, though representing only a private association, I was able

## HELPING SCHOOL CHILDREN

to have almost the authority of a state inspector simply through my knowledge of the subject."

Anti child labor work has readily won the cooperation of organized women. In Rhode Island, for example, where the child labor committee grew from the State Federation of Women's Clubs and the Public Education Association, statements about the labor laws for women and children and how they should be amended were sent to all the mothers, clubs in the state. Women in rural communities were urged to use these arguments in personal appeals to their local representatives in the legislature, while talks in cities to meetings of business men, women, and ministers created widespread interest. After three years of this campaigning the desired amendments were passed. Through the Consumers' League in Mt. Vernon cooperation in giving working papers was secured between the schools and the health department. The League's child labor committee investigates children whose parents cannot furnish sufficient evidence, supplies temporary scholarships, and refers needy cases to relief agencies. It keeps school officials and teachers stocked with publications about industrial conditions and legal facts that assist them in their work, and interests merchants in the enforcement of laws regarding mercantile establishments.

The first move against child labor or for compulsory education is to find out how many children should be compulsorily educated. In St. Cloud the Woman's Club made a house-to-house canvass of the whole city, with uniform blanks. Not a child escaped the watchful eyes of these mothers, and their work made the city intelligently aware of its assets in children. This school census brought big returns to the givers. It meant a permanently honest estimate of school facts. Any individual or any agency can make preliminary studies to find out how the compulsory education

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law is being enforced or to show the need for such a law. "Last week a member of the school board attempted to satisfy himself as to the statement that the compulsory education law is not being enforced. For half an hour during school hours he questioned each boy and girl of school age whom he met on the streets. A dozen or more were found, and in not one case was there a legal reason for absence. Several confessed they had not been in school for months. A similar test can be made by any resident." In this Pennsylvania city arrests had not been made for several years and the penalizing privilege of the attendance officer seemed to mean nothing.

Your city might be compared with others as to the number of arrests made per population. Pin maps, locating the attendance officer's activities, show graphically what is happening to the compulsory education law, and which districts need more attention. Model forms for recording truants and visits by officers are available from every child labor committee, with descriptions of systems under one, two, or ten attendance officers, and information about the most up-to-date arrangements for special "bad boy" classes or for parental schools.

A state department of education may draw upon the experience not only of its state, but of all other states, through the National Child Labor Committee. Suggestive details about method are available—about using newspapers, writing letters to prominent citizens, getting state authorities to withhold school revenue until attendance officers are appointed, instituting prosecutions, and cooperating personally with superintendents. One secretary writes of districting his state in a campaign for a school law and making visits of enlightenment to 50 city superintendents.

The problem of the working child is closely, inextricably mixed with school administrative problems, health ques-

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tions, vocational training and guidance, industrial demands, the needs of defective and indigent children. The child labor committee in your city might easily be the center of school cooperation, the "children's bureau" to correlate all other agencies. The latest information regarding state work for child labor and compulsory education may be obtained from the National Child Labor Committee, 105 East Twenty-second Street, New York.

### *Making Citizens in Our Public Schools*

Courses in civics have been included in the school curriculum for years, and outside agencies have organized to supplement what seems to them perfunctory teaching by more personal training in the meaning of citizenship. One of the laboratory methods by which children in several cities learn to be good citizens is the school city or republic, a type of pupil self-government which imitates the municipal activities most familiar to children. There are in some schools a legislative body, a judicial body, and a mayor, with his council and board of aldermen. When a boy is mayor he just about runs the school, and his commissioners see to it that his administration is a notable one. After a long fight in one school, the suffragists elected a girl as mayor. The earnestness and sincerity of the children under this régime cannot be questioned. Some principals say that it makes discipline easier. Others think it does no good, and still others that it takes too much time on the part of teachers or encourages embryo grafters. The truth is that the success of the school city form of self-government depends almost entirely on the intelligent interest of teacher or principal, which in turn may be dependent on outside interest. For information, address School Citizen's Committee, 2 Wall Street, New York.



**BOYS' CIVIC CLUB: JERSEY CITY: IN A SCHOOL HOUSE**



**VACATION COMMUNITY SERVICE: ELMIRA: THROUGH A CHURCH**



**"MY TOWN": NEW YORK: BY A CITY HISTORY CLUB**  
**THREE ROUTES TO EFFICIENT CITIZENSHIP**



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Another helper in civic training is the City History Club, which forms groups in settlements, churches, and occasionally in public schools. In New York these children are taken by trained teachers to see the sights of the city. They visit sessions of the board of aldermen, investigate in person the work of the park or street cleaning commissioner, and are made to feel responsibility and pride in the city property. Before extending this personal civic training through the public schools teachers must be made intelligent about the workings of city government. This is done by special training classes and lectures. Still another agency in New York, the People's Institute, maintains a clipping bureau with files of printed matter on all topics, civic, legislative, and municipal, for distribution among schools. The National Municipal League discusses instruction for citizenship at its meetings, and maintains a permanent committee to promote the teaching of civics in public schools.

There are many other agencies, groups of women and men throughout the country, endeavoring to make more effective the civic training in our public schools. But no one method of doing it has been found much better than any other method. Each experiment is considered adequate by its supporters, and yet the years go by and our children are turned out no better acquainted with the cities they live in and their duties as citizens than they were fifteen years ago. There is no doubt that children are interested in "civics," if presented in the right way. A perfectly apathetic class will wake up and take notice when the teacher begins to ask, "What can you do to help the street cleaning department?"

Denver publishes a little weekly paper telling just what is going on in all departments; and to keep school children informed and interested in the innumerable processes of

## HELPING SCHOOL CHILDREN

city government, *Municipal Facts* is used by public school classes as a textbook. Business men and organizations might see that field work in civic training is included in the syllabus and that money for supervisors and extra teachers is included in the school budget. There are many opportunities for individual members of good government clubs, voters' leagues, and short ballot associations to give talks in schools. With the development of the social center and the formation of civic clubs in the public schools several ways of making citizenship interesting are being discovered, which give men and women in public affairs a chance to interpret their experiences to school children.

### *The Boy Scouts vs. Juvenile Delinquency*

"A scout is a friend to all and a brother to every other scout."

Scoutcraft organization, with the forms and regalia of military service, appeals by its romance and spirit of adventure, its drills and "hikes" to the country. Almost any day a patrol of sturdy boys with the flag at their head can be seen marching through our streets. One of the basic arguments for the existence of the boy scout movement is that it trains boys to feel their relation to society and the state, not by fostering militarism, but by developing manliness, self-reliance, and generosity. Several scout masters say, however, that the organization is hampered by not having recognized connection with any permanent institution. Scout literature still fails to mention public schools as one of the recruiting grounds, which include churches, Y. M. C. A.s, and settlements. In a few cities close co-operation exists between scouts and schools, in which nine-tenths of the Denver patrols, for example, are formed. They meet at the school buildings and use large auditoriums for their general conferences.

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In Washington, D. C., troops meet in one of the schools once a week just after hours. "The school authorities," writes the secretary, "are interested in the experiment, and if it succeeds, troops in schools will be quite general throughout the city." Meanwhile the use of buildings for this purpose is questioned legally, and until the corporation counsel makes a favorable decision the Boy Scouts must stay outside the schools.

If the preliminary organizing of the movement were now as closely connected with the schools as are, for example, public school athletic leagues of twenty cities, there would probably be less difficulty in securing permission to use school property. The alleged reason for the absence of special school connection among scout patrols is the difficulty in getting enough male teachers to be able and willing leaders. Athletic leagues have found no such difficulty. Teachers and principals have responded with time and interest, and sometimes with money.

A scout secretary recently wrote me asking how scouts in other cities cooperated with educational authorities. When I wrote for this information the national headquarters referred me to the same secretary who had asked the question. What more important object has a national association than constantly collecting information from all branches and making available definite suggestions about methods, such as this secretary wanted? If Denver and Washington and some of the smaller cadet organizations in rural counties are finding cooperation with schools successful, every scout master in the country should know about it. The national headquarters should be an up-to-date clearing house.

It is interesting to know that the labor unions oppose the scout movement because it fosters militarism and obedience to law. From Reading we hear that a troop of scouts in the high school "has met much opposition from the so-

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cialists, and, therefore, its growth has been slow and the activities meager." It is undoubtedly an economic class organization simply because the uniform and outfit, though not required, cost a good deal of money. What fun is it to be a scout if you can't have all the stuff the other fellows have? A patrol marching through one of the poorer districts in a western city was assailed with snowballs and epithets of "stuck-ups," "snobs," by a group of boys about the same age and school grade. Taunts of "Come on and fight like men" came from the ragged boys. Any organization which is fundamentally undemocratic because it is not open to all boys financially cannot make for permanent citizenship training. There is no doubting the superiority felt by the trim scout in his uniform. Cannot the fairly recognized benefits of scout training and drill be secured for all boys by making the scouts a school organization? For answer to this question, write to the Boy Scouts of America, 200 Fifth Avenue, New York.

### *Public Schools Athletic Leagues*

Every day in New York certain newspapers print columns and pages on games, championships, and meets. It is not all about National League baseball or Princeton and Yale, either, but includes news of the Public Schools Athletic League. Though chiefly supported by volunteer funds, the League is a recognized school activity. Teachers, principals, and school board all admit the benefits from the first years' work of this organization. In 1903, when the League started with a competition of school boys in Madison Square Garden, "there were few in the schools who knew anything about athletics. In physique the boys were from 20 to 50% below the standard of the average country lad. Their ideas of honor and square dealing were perhaps even lower, and

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school pride hardly existed." Contrast with this the 200,000 children now taking part in games and exercises, the increased average strength test, the growing spirit of fair play throughout the meets.

For boys there are sports in all forms—baseball, basket ball, tennis, jumping, swimming, soccer football, and marksmanship practice, for which rifles have been given by interested citizens. These games, and the practice for them indoors and outdoors, are so arranged that not only the star athletes, but the average or under-average boy enters. "This is proving to be effective in inducing exercise by many who are the very ones most in need of it." Individual contests are stimulated by the athletic badge, awarded annually to each boy attaining certain standards in running and jumping. The number of boys able to make this standard increased in five years from 1,000 to 8,000.

The girls' branch of the League is also maintained by voluntary contributions, and is also made possible by very close cooperation between outsiders and teachers. Folk dancing, basket ball, field hockey, and other games are practised after school hours, sometimes on the roof of the school, sometimes in a gymnasium, playground, or park. For those who do not wish violent exercise, there are walking clubs which make regular trips to parks and suburbs in charge of a teacher. Once a year the school groups of each borough join for a big festival. Here you will see 10,000 little girls, all in white dresses with bright-colored sashes, dancing in groups of 40 and 50 to the music of the boys' bands. These children are of all ages, all nationalities, and all colors. But they have been taught the same dances in their schools, so that the whole field swings together with one rhythm and one step. For local entertainments, for exhibits and school exercises, the pretty folk dancing of children is an added attraction.

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With all this, the grade teachers, as well as the physical training instructors, have been heartily in sympathy, giving their afternoons freely. Yet the League could not have reached its present success except for the constant co-operation of outside men and women who have given money for its support, have sought publicity for it, and endeavored to make the community realize that athletics ought to be a recognized part of the school system, and ought to reach every boy and girl.

Here is a continuous opportunity for individual members of athletic clubs to help in umpiring games or serving as referees and timekeepers. One man in another city, who has reached the dignified position of a legislator for his state, acts as chief coach for football and baseball in the public schools. In training the girls, also, volunteers give their afternoons to act as coaches and referees. Field hockey especially, which is suited to high school and upper grammar school girls, needs volunteer cooperation in its development.

Since its foundation, this New York League has been imitated all over the country, some twenty cities now having organized athletics in public schools. They have been started by school superintendents, by groups of business men, or by the alumni. It is comparatively simple in any city to have a flourishing athletic league under way within a short time. For information concerning by-laws, rules, and championship contests, write for the year book of the Public Schools Athletic League, 500 Park Avenue, New York. Spalding sells for ten cents an official handbook of the League, giving all the rules for each event, records, and championships, and also a handbook on girls' athletics.

But in order to have any kind of athletics, it is necessary to have the proper fields and equipment. This requires private money until budget changes can be secured which

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recognize athletics as simply a part of the sensible physical training of school children. In Reading the alumni of the high school have made possible the purchase of a large athletic field, and the Olivet Boys' Club sends its athletic director among the schools to talk to boys and teachers about physical training and athletics.

What it means to children in a large city, some of whom have seen no place big enough to play in except the streets, hard-paved playgrounds, or dirty vacant lots, to have all the fun and inspiring experience of organized athletics, of team play, of inter-school competition, of doing things together, is proved by the happiness and health in their faces and bodies. Similar benefits are bound to become a part of every public school system sooner or later.

### *The Opportunity for Service by Religious Societies of Young People*

Through its national, international, intercollegiate and local groups the Y. M. C. A. is in touch with schools in several ways. It aims to cooperate "in all good efforts," and has direct access to the schools through teacher members. In one of the New York branches, for example, 25 teachers meet weekly in the Association rooms to discuss school matters. Members for Y. M. C. A. summer classes are secured by circularizing the public schools. It has potentially as close a connection with individual schools as has any public education association and an equal chance to study actual school needs and initiate school improvements.

Y. M. C. A. workers in some cities have undoubtedly given much time to school questions, especially to physical training and vacation schools. Local branches make special rates to school boys for gymnasium classes and swimming lessons, and train them as leaders in school athletics. In a

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western city all the schools had the use of the pool free one summer, and the Association offered a prize to the school which showed the largest number of boys able to swim. Of this and poultry clubs formed in the school, the superintendent writes, "It is to be regretted that these activities were not made permanent features of the Y. M. C. A." Some branches in New York give free lessons in swimming to public school boys in summer time. One branch intends to see that every boy in the district's schools knows how to swim. Several branches employ high school secretaries to secure speakers for assemblies, arrange for series of talks by business men on vocations, and act as vocational counselors to the boys. This much-needed work should be extended until vocational advising and the cooperation of manufacturers and business men with schools is made a definite part of a city's business.

School cooperation on a large scale means publicity and action at budget time. Why should not a Y. M. C. A. support the board of education's request for more vacation schools, more gymnastic equipment, more and better teachers for special classes? This kind of cooperation is not yet a definite part of a Y. M. C. A. program. School work may be very important in one district and completely ignored in the next. In large cities the central organization does not try to keep all branches in touch with the best work done in any one, though eventually the news spreads. It was declared impossible at a central office in one of our largest cities to tell where the best things were being done by Y. M. C. A.s for schools throughout the country. It was necessary to send out a questionnaire in order to secure this information. Is not an opportunity lost by not having a central fact-collecting bureau for the Y. M. C. A.'s work with schools or a clearing house for suggestions from the experience of local associations?

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Too often the Y. M. C. A., instead of helping and forcing the school system to be efficient, seems to argue that the school system is inefficient; therefore, private supplementary work should be started on a small scale. Why should the Y. M. C. A. have to maintain a day school for retarded pupils when the board of education is supporting ungraded and vacation classes? Why should public school and Y. M. C. A. be working separately for the same end, when the Y. M. C. A. might use its work as an argument for similar attention to all boys under the school system? Anything that a Y. M. C. A. considers worth doing for its members and associate members is worth getting done for all boys. Has a Y. M. C. A. ever said frankly: "We are doing about one-half of one per cent of the work needed along these lines. We cannot ever do what needs to be done. We must work until the schools themselves are made able by public support and budget increases to do this for 100% of those needing it"?

Using the Association as a laboratory, anything learned about summer instruction or special classes for backward boys should be spread broadcast throughout the country. For example, the Young Men's Hebrew Association in New York is using motion pictures to supplement class work in elementary subjects. The course given by this Association is correlated with the regular school syllabus; any advantages discovered will be made public property, and an effort will be made to get the same thing into the schools.

Granting that the Y. M. C. A. is doing splendid work, it has an opportunity for more extended usefulness by calling attention to, instead of ignoring, the struggling school system in each community. The time and money spent in advertising school needs not only advertises what the Association is trying to do, but proves that it is in the highest sense working for the betterment of all mankind.

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As a special group, young Christians or Hebrews have more than a light trusteeship. The fact that they are able to join these associations means that they are receiving opportunities which others are not receiving. Everything true about a Y. M. C. A. and Y. M. H. A. is true for the corresponding organizations of women. Special classes for handicraft and modes of recreation are carried on with inattention to the bulk of girls who are not getting these privileges because they cannot belong to the Y. W. C. A. In schools only is 100% of the problems facing these associations of men and women seen. When opportunities through schools have been recognized and seized, communities will be even more ready to furnish funds for the support of these outside agencies.

### *Schools and Peace*

Our national bureau of education has asked all American schools to observe Peace Day, May 18th. The 20,000,000 children who have their attention called over and over again to arguments for universal peace during twelve school years will help make future public opinion strong for international justice and fraternity. This is the purpose of the American School Peace League, 405 Marlborough Street, Boston, though at present the work concentrates on the teachers through normal schools and conventions. Because children should be steeped in the spirit of good will, the Massachusetts branch of the League has worked out a graduated course of talks beginning with the first grade. Little children are led to be kind to pets and playmates, older ones to appreciate the ties of city or town by a "course in moral training based on lessons in civics, literature, geography, and history," to be correlated with the regular school work.

State branches of the League distribute literature among school and college libraries. History courses are being re-

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modeled to emphasize peace instead of war, on the theory that children old enough to study history are old enough to understand the Hague Conference. Prizes for peace essays are offered yearly by the League and by several chambers of commerce to pupils in secondary and normal schools.

A charming pageant was given at a public school commencement when lovely Peace and dread War, with all their minions and followers in allegorical costumes, struggled for power over the mind of a little school child. You will be glad to hear that, though sorely tempted by the glamour of battles and adventures, the child finally sided with Peace. During the year the eighth-grade classes in this school—under the principalship of Katharine D. Blake, treasurer of the National Education Association—had written to the secretaries of war in every country in Europe and Asia, asking how much the nation spends on war and how much on education. The answers came even from China and Brazil; foreign potentates showed themselves much interested in this phase of the peace movement at least.

Whatever the arguments for and against international peace, the value of training children in the spirit of good will cannot be questioned, or the advisability of having teachers enrolled in the campaign for fraternal feeling. Shall women's clubs and parents' associations carry the peace movement farther and into the children's homes?

The United States bureau of education has published as Bulletin 476, *Peace Day*, with suggested programs for school observances, essays, songs, and bibliography.

### *The Public Library and the Schools*

It is really astonishing how long it has taken libraries and schools to realize that they have something to give each other. Even now school cooperation is just beginning in

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some libraries, and has not been considered by many others. Some libraries have children's rooms or special stacks where children may browse. Others keep story hours or send books to schools. Stimulating cooperation is given by the Newark Public Library under the direction of John Cotton Dana. In a pamphlet, *The Library's Work with the Public Schools*, the connections are described—cases of books for each classroom, reference work with children, exhibits, clipping files, and collections of textbooks for teachers. Inspectors are sent to keep school libraries in order and mend mutilated volumes; for in Newark all books in schools are provided by the Library, and any classroom may have as many as it pleases if the teacher will take the trouble to write or ask for them. When children have essays to write they find ready help at the library in selecting reference books. The ones most frequently called for by essay writers are kept on handy shelves. Yet years have been consumed in getting about half the teachers interested in these opportunities and in showing them concretely just how their work may be enriched and simplified by cooperation with the library.

To get directly in touch with teachers, some branches of the New York Public Library have "school assistants" who visit each school, and tell the principal and teachers just how the library wants to help. Teachers bring classes during the last morning or afternoon period to the children's room, where a brief talk is given about inventions, or flying machines, or history; and the most interesting books for boys or girls, as the case may be, are spread out for them to handle. Teachers themselves have special privileges in taking out reference books. Notices about books of interest to teachers are posted on school bulletin boards. Similar work, but perhaps more personal, is being done by the small library at White Haven, Pennsylvania.

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Library work even in Newark and New York is only with some of the schools, with a comparatively small percentage of teachers. From the point of view of both library and school, it is "an extra" as yet. Only by patient offering of wares will the teachers be convinced. Much more could be done in some cities if the heads of school systems would emphasize the library's message, would make a point of showing appreciation for what is offered and suggest new ways, changes in method, perhaps, which would make cooperation more valuable from the school point of view. How much initiative should rest with the library, how much with the superintendent of schools, does not matter. The library's value to schools and the school's importance to the library has been thoroughly proved. It does not need to be tried out any longer. It will soon be considered everywhere a test of school and library efficiency.

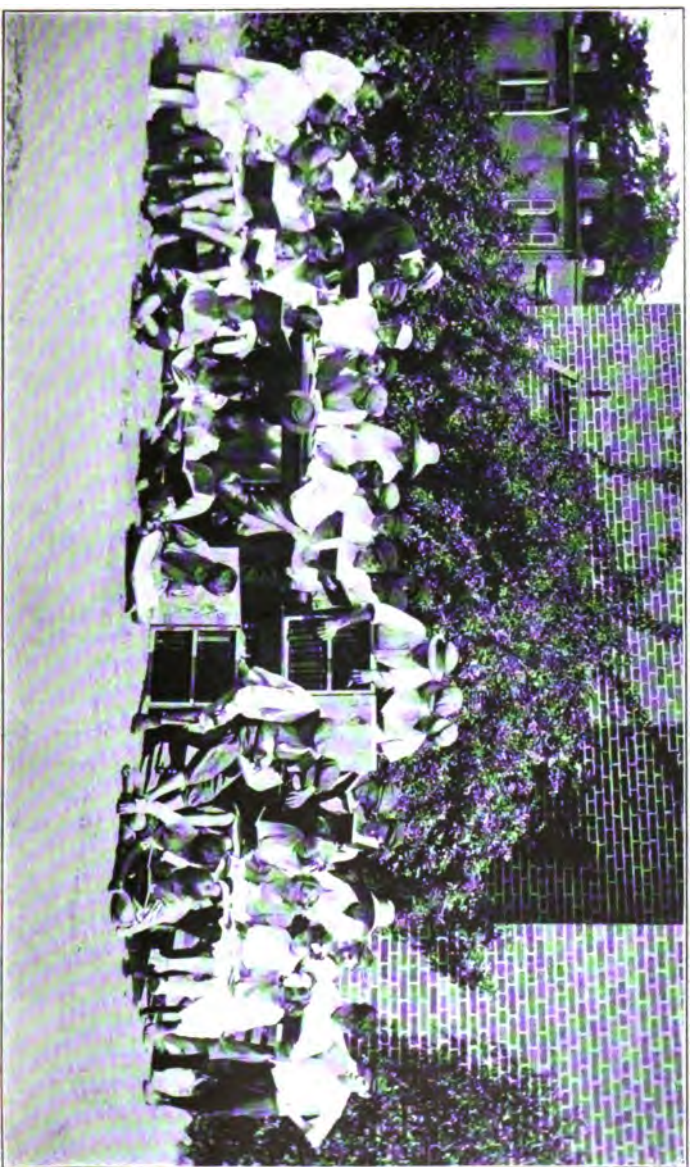
One obstacle to the combining of library and school is the attempt of schools—very successful in some cases—to do library work, to distribute their own books. When assuming work that a library is prepared to do, duplication is unfortunate because it makes it harder for the library to develop its logical place among educational institutions in the city. It is especially to be deplored when a large, forced circulation among school children is used as an argument for spending more money on school libraries. In one city every child is required to register and take home a book Friday night. It frequently happens that a boy of ten will have only books on sociology or mechanics to select from. The figures of books registered—not read, mind you—are used to prove the success of the school libraries and the need for larger appropriations. The same situation prevails in other cities. Women's clubs give a school library without finding out whether they are crippling the public library.

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Everybody agrees that money should be spent by the city on books for children. When spent through the library an entire expert force is available; business can be done wholesale, and, therefore, more cheaply. When spent through the school, supervisors are required, and repairs, which detract just so much from the appropriation for books. Logically, as the *Library Journal* has said, it is probably true that in the great city, as in the small one, the best results would be reached by having the school libraries branches of the public library. In the issue of that magazine for April, 1912, you will find several excellent papers on school work from the librarian's point of view.

### *Illustrators of Natural History*

Just how a museum, that vast collection of things in cases, can be of practical use to school teachers and children is shown by the American Museum of Natural History in New York. Loan collections of stuffed birds and animals, charts, cases of insects and minerals, were distributed among 385 schools in 1911 to illustrate work in nature study. The museum bears the entire expense of delivering and calling for exhibits. This work was later supplemented by lectures at the museum and the establishment of a room where children can come to use specimens, draw, and make models in clay. Special opportunities are offered to lure teachers with their classes, for, as with the art museum, they do not at once see where this institution can be of actual service to them in their routine work. Notices posted in schools and individual letters to principals tell just how the museum would like to help. A demonstrator will take teachers through in groups. Free admission is, of course, a stimulator, and then there is a lantern with stereopticon slides which may be borrowed.



THE MOUNTAIN COMES TO MAHOMET: PUBLIC LIBRARY IN A SCHOOL PLAYGROUND: WASHINGTON

100-100-100

Wahl

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Other museums are handicapped in their work with schools by not having money enough for delivering to the schools the loan exhibits needed. They are thus able to benefit only those teachers who are already interested enough to call at the museum for things. This necessitates slow development of cooperation. To establish definite school relations with the Field Museum in Chicago, Mr. N. W. Harris has given a foundation of \$250,000, thus enabling the museum to send its collections broadcast and encourage children to visit the institution itself. But even in the most progressive museums the school work is as yet rather a fad, not a legitimate part of the scientific guarding of treasures.

Zoological gardens and aquariums have the same educative resources. "School" ought to mean occasional visits to the zoo, where things you learn about in geography and nature study are pointed out. The joy every child feels in seeing beautiful, alive things reflects in school work. Why should not each room have its pet animals to teach children the care and understanding of pets?

Some people hold that our museums should be broken up and divided among schools so that each will have its own reference museum for nature study. The Natural History Museum is bringing about the desired result by starting permanent exhibits in some schools. A few objects, perhaps duplicates from the museum cases, are the nucleus about which the children themselves make their own collection. Each gift or "find" may be labeled with the child's name, thus stimulating individual pride, school pride, and science pride. When schools have their own collections it is possible to specialize, to give the high school what is needed for more advanced work in natural sciences, the lower grades the simpler things. In cities where there is no museum the citizen who wants to give has a great opportunity. An

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initial \$100 or \$200 will establish equipment for the finest sort of museum. One gift in a city makes for others. Scientists and science teachers will cooperate. People will find things tucked away in their attics which will prove valuable. A spare store room may be utilized until enough material is collected by all the schools to start the city museum.

### *Other City Departments and the Schools*

Has your city a special division or office in its health department for children's work? With the development of health work in schools the health department inevitably is brought in touch. When there is no definite appropriation for inspectors under the board of education, the department's physicians usually make inspection for transmissible diseases. It is a much mooted question in many cities whether the medical work for school children ought logically to be a part of the educational system or a part of the health board's duties. Outsiders, fortunately, can work for the health of school children through either department.

The formation of "little mothers'" leagues in New York has shown how nurses and physicians can approach the problem of infant mortality by training girls from six to sixteen in the care of their younger sisters and brothers. Prizes are offered at the health department's clinics for the best-kept baby. The lectures held on recreation piers and in playgrounds throughout the summer months especially are thronged with these little mothers. Clubs of big mothers, too, have been talked to in school about health by the department's physicians. A woman's club can arrange for such conferences.

Hospital cooperation in treating children for physical defects has been stimulated by health departments. In New York cards were distributed for use by all hospitals.

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## HOSPITAL-DISPENSARY

To the Department of Health:

\_\_\_\_\_ living at \_\_\_\_\_  
has received (surgical) (medical) treatment at this (hospital) (dispensary)  
for \_\_\_\_\_

on the following dates:

Date \_\_\_\_\_ M. D.  
Date \_\_\_\_\_ M. D.  
Date \_\_\_\_\_ M. D.

This card is to be kept by the child receiving treatment and presented to the doctor at the dispensary or doctor or nurse at the school whenever called for.

More complete illustrations of cooperation for the health of school children follow in Chapter IX.

It should not be necessary to request the police board to report any children under school age seen on the streets during school hours. The police, a census board, or group of men and women can locate each child in the city to discover whether he is in school, or what he does if legally at work.

Park departments and those who have charge of piers and docks have given valuable cooperation by making space available for athletic contests and playgrounds. School gardens for children in parks, the use of greenhouses for nature study, supplies of seeds—through these can park departments help.

To assist the overworked street cleaners juvenile leagues were organized among school children in New York by Colonel Waring. As one league announced, "their purpose is to keep the school and the district wherein the school lies clean."

Is there any department in your city which is not in some way connected with schools? Most mayors and council-

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men, obeying the tradition that there is something sacred and "different" about schools, have kept their hands off and left systems to educators. The mayor of Montpelier, however, holds that as "the schools are the biggest spenders of money, they should be the greatest concern of the city's chief executive." He does not see why, though he has never been a schoolmaster, the educational department should be more immune from close cooperation of the mayoralty than are streets, bridges, and other public works. Is he right?

### *How Children's Institutions Help Educate*

How many children of school age in your state are not attending public, private, or parochial school, because they are in institutions, or hidden away at home?

Is the instruction in institutions as good as that given to more fortunate children?

Is it adapted to special mental or physical defects?

Do private or semi-public institutions in your city examine all children in their care for physical defects?

There are hospitals where children, chronically ill or crippled, must live their neglected little lives. There are reformatories, few of which, apparently, reform. There are asylums, prisons, and segregated villages for epileptics. It is fortunate that the bedside-visiting, flower-giving kindness with which good people have brightened lives in institutions is being supplemented by attention to the fundamental possibilities of each child. Singing to children in a hospital on Sunday evening is in itself a beautiful thing to do. Is it beautiful enough if those children are suffering every day and every year from inefficient teaching or from lack of individual attention mentally?

In one city hospital a little blind girl went mad because, with work for other chronic cripples, the teacher supplied

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by the board of education had neither time nor skill to teach this single, doubly-handicapped child. Education within institutions should be adapted not only to the major classifications—*i.e.*, deaf, blind—but to two classifications. Where should a child be educated who is both deaf and incorrigible, who is crippled and mentally deficient?

Problems like these must be solved by visiting committees of State Charities Aid Associations, or other bodies whose purpose is to watch what is happening in all institutions. It is comparatively easy to tell that education is inefficient, that handicapped children are not having the chance they should, or that more vocational work should be given. But to secure better-trained teachers, scientific methods, psychological examination, and vocational equipment is quite another matter. A visiting committee armed with definite information which is supplemented by personal observation is a powerful ally for children in institutions, and should certainly be free from subservience to any party or politics. With our present knowledge of what can be done with and for defective children of all kinds, there is really no excuse for having in our institutions systems of education that were considered adequate twenty years ago.

After years of contact with the defective children in institutions, the State Charities Aid in New York has concluded that all children, normal or abnormal, should be under the jurisdiction of school authorities, with provision for the special education of those who cannot attend the ordinary public schools.

We should like to see every child's case studied by the department of education and educational opportunities provided to meet the needs of all children, whether normal, feeble-minded, blind, deaf, crippled, or otherwise abnormal. If this requires legislation, we think that legislation should be secured to accomplish this purpose. I understand that at the present time the truant officers pay no attention to cases of abnormal

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children. Of course, if such children were provided for, there would have to be very careful physical and mental examinations and special schools for those who could not go to the regular schools.

Every institution where there are children can, as a laboratory, give much help to the public school system in its city or state. In homes for the blind things are being discovered constantly which should be introduced in public school classes for the blind. Reformatories are finding out the causes of degeneracy and what preventive measures are necessary to lessen juvenile delinquency. Through prisons full of juvenile criminals serving sentence the criminologist has a chance to prove what modified education can do to keep these boys from coming back again.

The troubles of one bad boy or one blind child, when studied at close range by specialists, are easy to diagnose. Dr. E. R. Johnstone, of Vineland, has said that a child's mind or body is like an automobile. When it is standing still you can inspect or overhaul it, take it to pieces, and put it together. When it is moving slowly you can at least see what make, size, and color it is. But when it is going as fast as it can you have a blurred impression, nothing more. What specialists find out from the child who is standing still should be made available to all those who deal with normal or slightly deficient children, for the mechanism is the same.

Public schools and institutions stand together to deal with the many children "on the edge." Some of these might be hopelessly hurt by being sent to an institution. Others might hurt public schools and their schoolmates. The school alone can find, watch, and diagnose all cases which need testing. Schools are doing for the crippled and the blind what was inconceivable ten years ago. They have recently assumed responsibility for finding high types of mental defectives. Perhaps some day, with modified school

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courses, we shall not need any institutions except for those with diseases or deficiencies which make their presence at large a danger to the community.

Until then, however, a woman's club or any group of citizens can tell by plain, common sense what sort of education institutional children are getting, and can then learn from experts what needs to be done for each class. This outside interest can be of immense service to public schools, to state and city departments of charities and corrections, courts and probation associations, public and private hospitals, and all volunteer agencies interested in one or more types of defective.

Because defective children are the state's care, Catholic and Protestant institutions alike should benefit by this watchfulness. If the schools run by Catholic sisters—small schools often lacking the facilities and expensive equipment found in public schools—are able to turn out thoroughly trained children, are there not lessons to be learned from them by city systems?

### *Working for Playgrounds*

Anybody can start a playground. Real estate owners give land; initial funds are secured by public subscriptions or yearly entertainments; business concerns or individuals equip and donate playgrounds; estates of rich men give land; parent-teacher associations give apparatus; mothers' clubs provide swings, trapeze, rings, horses; playground committees get all citizens and organizations interested; playground associations start about a nucleus of women; children themselves take petitions around to influential citizens; 300 citizens petition for playgrounds; private citizens loan land; residents of a district purchase land. These are just samples of how playgrounds begin.

## HELPING SCHOOL CHILDREN

The aim of all volunteer playground work is, of course, to have the city officials take it over. This requires a budget appropriation. Since cities are conservative about spending money for recreation pure and simple, the necessary allowances for playground and recreation center sometimes come more easily under the board of education's expenditures. In Waterbury the school board, after planning a playground in one of the most congested parts, found that no appropriations from the city were forthcoming. The land was therefore turned over to the Associated Charities, which equipped and ran the playground that summer. This is one of many interesting combinations made during the transition time between volunteer and public support. A playground committee in Richmond is made of delegates from the city council and the Mothers' Congress. In Denver the executive body includes representatives of the school board, playground commission, and Mothers' Congress.

The branching and flowering of playground work into dancing, games, and industrial training under supervision calls in new experts to make play for school children more educational. Folk dancing under the Guild of Play in New York, for example, has given exercise and happiness to hundreds of children in the city's playgrounds. Wading and swimming pools add to the summer's attractiveness, and skating rinks to winter's. Newspapers offer trophies for baseball games and athletic contests. Ice cream is given by some firms for playground festivals, while other companies supply sand for playboxes.

Exhibits of work, carpentry and basket weaving, games and dancing, when given early in the existence of new volunteer playgrounds, advertise what has already been done, and make it easier to get money for what the playground wants to do. Happy children doing things are the biggest appeal in the world for the extension of playground facilities.

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Milwaukee was convinced by figures which showed that children in a school where there was a playground were late only one-half as often as children in a school without a playground—the same kind of children—because the boys and girls came early to use the swings and trapeze, and when the school bell rang there they were, unavoidably corralled.

It is now a question of getting enough play space, the right kind of supervision, playgrounds near schools, and playgrounds open all the year round. When part-time schooling has been combined with playground facilities we cease to feel that children are being robbed of their education. One-third play and two-thirds school has been proved to work especially well with younger children. But more education by “doing” in playgrounds requires more space to do it in. It should be impossible in your city for a school building to be planned without adequate provision for play space, not only so that school and play will be associated in the child’s mind, but so that open space will bring better light and air to the school rooms inside. In buying sites playground and garden opportunities should also be considered.

It is generally conceded that playgrounds without supervision are not as desirable as playgrounds with supervision. Fewer children are reached, and the results do not prove the value of play. The public-spirited citizen who donates land can double the effectiveness of his gift by making sure that funds for equipment and supervision will be provided by the city or private agencies. Training for playground teaching is included in the course of some normal and training schools. The University of Pittsburg in cooperation with the Pittsburg Playground Association gives general and special courses in playground and allied work. Here and in other universities a volunteer can easily become skilled in this mode of cooperation.

A thousand suggestions about starting, developing, and

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perfecting playgrounds are found in *The Playground*, the official organ of the Playground and Recreation Association of America, 1 Madison Avenue, New York, which will furnish lecturers and organizers, as well as information. Each month an attractive little bulletin comes with its "Playground Facts," everything about management and organization. The issue for January, 1912, summarizes playground work throughout the country, with all its allied activities in recreation centers, organized athletics, and street play. It tells how playgrounds are managed and supported and to whom to write about any particular one that happens to interest you. There are articles on "How to Start a Playground" and "First Steps in Organizing Playgrounds."

### *Kindergarten Associations*

In many cities the establishment of kindergartens is due almost entirely to outside interest. In Denver, Dubuque, and Mt. Vernon, for instance, they were started by the Woman's Club and later taken over by the board of education. In Galesburg the parent-teacher association has supported one to induce the board to start them in all schools. So it goes throughout the country. In New York the Free Kindergarten Association was formed to "create public opinion in favor of incorporating kindergartens as part of the school system." By maintaining, at private expense, kindergartens in missions, settlement houses, and institutions, by giving them over to the system when their value has been proved, and by holding conferences and lectures for kindergarten teachers, the Association tried to show to the school authorities and the public the necessity of adequate schooling facilities for children under six.

Like too many other kindergarten associations, however, it has not kept emphasizing the need for kindergartens in

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schools because of sentiment about its own private ventures. The opportunity for publicity which budget time offers has not been used. There seems to be an impelling tendency to argue that the publicly supported ones are somewhat less efficient, less thorough, less complete in their equipment than those run by outside agencies. This really does harm to the kindergarten idea unless there are private funds ample enough to supply facilities for all children under kindergarten age.

How many children in your city are of kindergarten age?

How many are accommodated in public or in private kindergartens?

Can you show on a map where the existing kindergartens are and the gaps where new ones should be started?

Do 50 children who have been through kindergarten make more rapid progress or learn more easily than 50 more who enter school at the first grade?

Should an association in its own kindergarten see that no child is sent on to the public school with adenoids, defective eyes or teeth, or an unclean head?

How can an outside association see that children are started physically right in the public kindergartens?

Through kindergartens the school is being brought more closely in touch with homes. Kindergarten mothers' clubs meet in the schools to discuss problems of child welfare. In the summer time the mothers' clubs in New York have a camp at Coney Island supported by parents and friends. Here mothers and children can spend a day with trained kindergartners to look after the babies while the mothers rest. Every public kindergarten teacher in New York is expected to do home visiting. She knows the background for each child in her care. Why should not this valuable information go on with the child through school? If every child has kindergarten training, every child's family will be used to helpful visits from the teacher. Every child's

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family history, like his physical record, will go with him through the grades. Why should not home visiting be considered a privilege for all teachers as well as for kindergartners?

And now comes Madame Montessori with her methods for developing younger children, the essence of which—so some of our educators say—the best American kindergartens have been using for years. There will undoubtedly be “Montessori Associations” to further this particular idea through the public schools.

### *Moving Pictures for Education*

We are not teaching children intelligently, says Thomas A. Edison. We are not making an appeal through the eyes or to the curiosity of the children. Mr. Edison claims that truancy, backwardness, and dullness will disappear when geography, history, and arithmetic are taught by moving pictures. He said in a recent interview:

Suppose, instead of the dull, solemn letters on a board or a card, you have a little play going on that the little youngster can understand. The play begins with a couple of little lively fellows who carry in a big letter C. They put it down, and it stands there. Then they carry in an A. Next to it they put down a T. There you have the word “cat.” In the same way they bring in the letters, or the letters run in or dodge into place, until the sentence stands there, “This is a cat.” Then a hand appears, pointing, and in runs a cat for it to point at. Of course, the teacher gives the children the names of each letter and pronounces each word as they go along. You can see how eagerly the youngsters will watch every movement on the picture-screen, for there will be something going on there every moment. Nothing like action—drama—a play that fascinates the eye, to keep the attention keyed up. I don’t think it’ll take them long to learn the alphabet that’s lively and full of character.

Take a pump. Did you ever learn out of your school book how a pump pumped, and why it pumped? No; but as soon as you actually

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saw a pump at work you understood right away. Well, in the moving picture drama I'll have a man build a pump, make all the parts, and put them together. The section of tube facing the camera will be made of glass, so the children can see all that's inside of it. They'll see the piston drive down, the little valve or trap-door fly up as the plunger is forced under water, close down again as the plunger is drawn up and the water raised up the tube. Steam engine the same way—they'll see the water boil and the steam go through the cylinders and drive the engine.

Children have described to me months afterward the story of a particular photo play. I wish I had been taught history by the Edison United States History Series. It begins with the battle of Lexington. You see the minute men on the farm, the call coming, the determined march, and the fight on the bridge—the very same bridge on the very same spot where the battle actually occurred; and you see the pitiful slaughter, and the women caring for the wounded. It is so vivid that your ears feel cheated when, with the puff of muskets, comes no explosion of powder. The crossing of the Delaware was taken in bleak January weather. Every detail follows the pictures and legends that children love, and with every historical story is a pretty romance to "draw" the crowd.

The producers of films are so overwhelmed with demands for new pictures that they must satisfy first the popular taste. They are beginning, however, to forestall the inevitable demand for educational films. The Edison studio is particularly glad to have scenarios on educational subjects. They have cooperated with the Russell Sage Foundation, National Kindergarten and Playground Associations, Milk Committees, and other uplift agencies, in producing films for which the agency furnishes the central idea.

The General Film Company, 200 Fifth Avenue, New York, has published a catalogue of *Education and Entertainment by Motion Pictures*. Think what opportunities for instruction this list includes: philosophy, religion, mythology,

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sociology ("The Visiting Nurse," "Lily of the Tenements"), local government, the army and the navy, education, customs, and popular life, folk lore, chemistry, physical geography, botany, zoology, all the useful arts from canal engineering to milking, the fine arts, outdoor sports, literature of all languages, geography and travel in all countries, and history. One of the most wonderful films, taken by a combination of x-ray, microscope, and camera, shows the embryology of the chick, how the tissues form and develop. Another gives the folding and unfolding of beautiful flowers. A third shows the butterfly emerging from the cocoon. Current events are told in motion pictures by the *Vitagraph Monthly* and the *Pathè Weekly*, which are advertised usually in the larger theaters. Most of the films now produced are submitted to the National Board of Censorship, a voluntary group of men and women whose decision is considered final by a large majority of producers. Over 6,000,000 feet of film have been cut out by this board, not to mention changes made by manufacturers themselves before they submit their photo plays.

With many films proving what can be taught by pictures, with the unquestionable popularity of moving pictures among children, it remains only to cheapen and perfect the reproducing arrangements. It is possible now to buy a small machine for \$50 suitable for home or school use, and the films are in circulation like library books. The flicker is becoming less noticeable and less hard on the eyes in the work of better companies.

Many of us are looking forward to the day when each school room will have its picture machine, and when special series of films will be used to supplement our elementary, high, and technical education. Before this happy time for children comes, parents and teachers must be convinced that motion pictures are worth while and interesting. At

## COMMUNITY PROBLEMS

teachers' conventions some picture companies are exhibiting motion pictures for school use. To hasten the day when our children may benefit by this new educational method we must make the smaller theaters fit places to go, well lighted, well ventilated, and fireproof. This requires law and the enforcement thereof. For information about the best regulations of motion picture theaters write to the National Board of Censorship, People's Institute, 50 Madison Avenue, New York.

As a factor in recreation and amusement pure and simple (in more ways than one) the motion picture has been used by settlements, social centers, and public lecturers. To prove that good pictures with educational tone are a paying proposition, the People's Recreation Company, 147 Fourth Avenue, New York, has among other ventures leased and run two regular motion picture theaters, one in Bridgeport, and the other in Brooklyn. At the end of six weeks the theater in Brooklyn was clearing a profit of 27% on the investment. There is a chaperon on duty every night to look after girls and children. The exits have been enlarged, and an extra fireproof booth installed. The motto of this company is:

An audience is an opportunity.

A church has one audience a week.

A picture theater has seven.

And its experiments have shown that a theater where no expense has been spared in having it safe and comfortable can make money. On Tuesdays, Thursdays, and Sundays special programs for children are advertised.

A club of women in the West is planning to buy a small machine and tour the state with educational films to waken interest in good motion pictures for school use. Their possibilities are so vast for children and education that none of us can afford to let commercialism blacken the whole art.

## HELPING SCHOOL CHILDREN

### *Social Centers in Schools*

Edward J. Ward, speaking of social center development, contrasts the school work with the Y. M. C. A. by saying: "All you need is the A—Association. Drop the first three letters because the social center is for old as well as young, for women as well as men, for Jews and unbelievers as well as Christians."

The Public School as a Neighborhood Civic House  
Non-partisan Political Headquarters  
Local Health Office  
Branch Public Library  
Free Lecture Center  
Recreation Center  
Moving Picture Theater  
Public Art Gallery

are some of the topics prepared by the committee on school extension of the National Municipal League, and show what is being planned for the use of the school house, when it shall be related in fact as well as in essence to everything in the community. Rochester school reports telling of the work of Edward J. Ward, Clarence A. Perry's *Wider Use of the School Plant*, the first conference on social centers in Madison, 1911, and the columns and pages in newspapers and magazines about phases of the social center movement have greatly helped to popularize an idea which has not always been successful in practice. Simply because it is such a very good idea, the social center is going to be established in many places before there is any social spirit to utilize it. It is, however, thrilling for even the most skeptical to read that all St. Paul's schools are to be opened for courses in vocational education, public lectures, and entertainments under the St. Paul Institute. I was present at the first social center evening in Hoboken, when a party

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was given under the auspices of the board of education and the board of trade. I had to pass by ten saloons and their groups of hangers-on in a short walk from the car. The pleasant school house did seem a partial solution of this problem. It was packed for the program of speeches and music by local talent, and more packed for the dancing.

In Jersey City a remarkable social development has taken place in the last year. A group of young men and women calling themselves the "School Extension Committee" secured permission to use certain buildings at night, and opened a series of dances, "everybody welcome." Each night two of the committee were present, prepared to enforce the few simple rules—no rowdyism, no improper dancing, and hats off. The first two or three parties were marred by the forcible ejection of some intractable "toughs." Nothing like that happens now, and the dances are growing in popularity. Other buildings have been opened, and clubs, classes, and concerts have been started. The work grew so in six months that a paid director was put in charge of the volunteer committee.

Groups of business men have seen the value of the social spirit in their cities. The South Bend Chamber of Commerce is urging the wider use of school buildings. In Los Angeles the practicability of schools as polling places was proved because the City Club and the Woman's Club took up the matter. To illustrate what can be done with centers in rural communities, Mr. Frank P. Holland, publisher of *Farm and Ranch* and *Holland's Magazine*, has campaigned through Texas organizing the Southwestern Social Center Conference. The Troy State Normal School and other institutions in Alabama, using social opportunities to induce people to stay on the land instead of abandoning their farms for city life, have arranged entertainments in the schools. They are mostly lectures, lantern shows, and selections on

## HELPING SCHOOL CHILDREN

the victrola. Occasionally dinner is furnished at the school, and an all-day session is held. Most of the entertainers give their services without charge, and transportation is furnished by owners of automobiles. "Friends of the new movement anticipate that it will be a powerful factor in adding to the pleasures of rural life by furnishing additional opportunities to the country folk for recreation, culture, and social intercourse."

To facilitate social expression through schools, we must have more free access to school property or recognized appropriations in the budget for this purpose. Parents' associations ought to be able to meet in their schools without endless petitioning and red tape. When we want to start a club of high school girls, we ought to be able to use a room in the late afternoon or evening. But this putting in action a feeling already present is quite different from "starting a social center" with elaborate equipment before there are enough people who want to be social in a school house. The social center movement opens an endless variety of opportunities for paid and volunteer workers, for teachers and school patrons, and groups of men and women. It is the universal cry for the right to express the feeling of close relationship to schools.

## VI

### ORGANIZATIONS SOLELY FOR HELPING SCHOOLS

#### *Organized Parents*

TEN years ago a few brave women were arguing the potential benefits that might follow a closer bond of interest between the parent and the school. It seems almost absurd that a time really was when parents were supposed not to be interested in schools and that some principals and superintendents to-day still consider them intruders when they visit schools. At present the question is how to have parent-teacher associations in every school, and how to give them information and programs which will directly benefit the school.

A parents' association somewhere has been interested in everything—school gardening, decorations, music, playgrounds, libraries, equipment, kindergartens, medical examination—the whole category of “good things.” Where a wholly outside organization might fear to tread, the parents' association, secure in its logical intimacy with the school, has rushed in boldly.

Indianapolis claims that the “first parent school organization” in the country was formed in its midst, and the first federation of parents' clubs. Parents' associations may be purely social and cultural, and with this purpose alone they are extremely worth while. But only when the social, friendly relation is supplemented by real cooperation in solving school problems do they fulfil their greatest mission.

## HELPING SCHOOL CHILDREN

Purely child-study mothers' clubs or associations that do nothing but talk about class work do not attract the tired teacher and apathetic parent. Why should they? It is the superintendent's business to add new fuel, to suggest new things to be thought about and done, to present school affairs as interesting possibilities and definite steps to be taken.

In extending parents' organizations the National Congress of Mothers through its parent-teacher department has spent some of its best efforts. Circulars and "hows" about organization, method, and constitutions are supplied as well as women to start new mothers' clubs. Initiative has also been taken by many women's clubs and education associations. Charitable agencies and civic clubs have parent-teacher committees. Principals themselves may take the initial step, or the superintendent may send out the call to parents generally. The invitation to visit schools in Selma (page 60) is accompanied by tables showing just what is happening in each grade at each hour. Suppose your child is in the sixth grade. You can see his drawing lesson if you go to the school at ten o'clock. When many teachers and parents have met and talked thus informally, the organization of a strong parents' association is a natural and logical result.

A parent's interest is intrinsically local. He cares first and foremost about his child and his child's school. Each association of parents is a local group, working for detailed changes in one school. Unified city-wide interest is, therefore, unlikely unless there is a central organization to formulate programs, disseminate knowledge, suggest methods, and make each local group feel its relation to the whole school problem and each school's dependence on every other school.

Most large cities, where there is not already a central federation, need first to know in which schools there are



**DEATH TO DANDELIONS: FOREST GROVE**



**"BEFORE" AND "AFTER": WALTHAM PUBLIC EDUCATION ASSOCIATION  
HELPING HOMES VIA SCHOOL HELP**



## ORGANIZATIONS

parents' organizations and in which not. To discover this in New York it was suggested that the following questionnaire be sent to principals in 500 schools.

How many parents' organizations are connected with your school?.....  
 Parent-teacher associations?..... Mothers' clubs?..... Official name of  
 organization, if any?.....  
 How many members?..... Parents?..... Teachers?..... Dues  
 yearly?..... When organized? .....  
 Are meetings held yearly?..... Are meetings social?.....  
     semi-yearly?..... cultural?.....  
     monthly?..... on school matters?...  
     bi-monthly?.....  
     weekly?.....  
 Was the organization started by principal?.... Teacher?.... Parents?....  
 What school improvements are due partially or entirely to the work of  
 parents' associations? .....  
 .....  
 .....  
 If there is no parents' association in your school, do you plan to organize  
 one?..... When?.....  
 Remarks.....

It was also suggested that a pin map be based on the returns showing by little black dots where each school is, by red pins stuck on top where are parent-teacher associations, and by blue pins the mothers' clubs.

As federations the Philadelphia Home and School League and the Boston Home and School Association are perhaps as good types as one can find. The Boston body acts as leader for 30 local associations by publishing a weekly *News Letter* which tells what parents are doing and what special school questions need their concentrated effort. The table of contents of the issue published by the committee on vocational guidance indicates the concrete helpfulness of this little bulletin:

## HELPING SCHOOL CHILDREN

Conference of Parents' Associations

To Parents

A Few Instances of Vocational Guidance at the Trade School for Girls

How Parents Can Help Their Children in Choosing a Life Work

Helpless Children

How One Vocational Counselor Used the Mason Street Lectures

To Every Boy and Every Girl

Cases of Vocational Guidance

The Opportunity of the Parents' Association

The Association has also published a list of books for children and for parents. Two visitors are employed to look up cases of children needing school relief. Theater, school decoration, hygiene, and home and school gardens committees unify the 30 local associations. Thus, one local group of parents is not working out its salvation in school gardens all by itself, but is able to benefit by the most progressive ideas of gardening that the committee can obtain. As a central body the Association is in touch with all other agencies which cooperate with schools, drawing on them for help and reciprocating with combined parent support of others' interests. How it is done Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston, will be glad to tell you. If you think the Boston Association leaves any stone unturned, write Mrs. Edwin C. Grice, 3308 Arch Street, Philadelphia, for the story of the Home and School League, its work for school lunches and playgrounds, its cooperation with all other agencies in the big carnival of parents' clubs representing over 60 associations and 38 affiliated organizations.

### *A Parents' Association and a Socialized School*

"We believe that parents are essential to the school and the school to them." Thus the principal of a school in the most congested part of New York introduces his tale of

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how the parents' association of 600 members investigated moving picture shows, gave material relief to 80 of the 160 cases looked up because the children were staying away from school, supervised Arbor Day exercises, ran a school paper, held an anemic class in a park pavilion, furnished materials for children's clubs and milk for anemic children. Largely because of the interest of parents and the success of the principal in showing how parents might help, the school is doing for the neighborhood what a settlement ordinarily does. Every child who has not successfully avoided the compulsory education law is forced to benefit by these socialized activities. Clubs—athletic, musical, arts and crafts, dancing, literary, walking—are open to all. A Teachers' Child Interest Committee keeps in touch with "agencies which may be of help to the school, follows up chronic cases of disorder and places children that are weak under the control of strong teachers." A visitor is employed by the school to investigate home conditions and take children to hospitals—the time-consuming work that grade teachers cannot do. A garden for ungraded children is maintained by the parents' association. More than \$800 has been spent on decorations for classrooms and assembly hall, and other funds on milk and blankets for the anemic class, a piano, and equipment for crippled children. Even all this is a "small amount of what the neighborhood demands."

These activities the board of education has not yet money to support. One of them, giving relief, is said to be necessary because of the inefficiency of agencies which ought to be doing it; others are logically "special" for the district. Settlements are appealing for and getting plenty of money for just the same sort of work; but because this service happens to be given by a school, supposedly under public support, the parents' association has difficulty in raising

## HELPING SCHOOL CHILDREN

money. Parents and teachers together see what needs to be done. The next step is to convince the city and philanthropists of the opportunity in socialized schools.

### *What Some Mothers' Clubs Are Doing*

Here is a story from Richmond, Virginia, where every public school has an active mothers' club working for its best interests.

By federating themselves these mothers are aiming at a complete cooperative system between schools, city officials, and volunteer organizations. They, the mothers, have a room in the old Richmond High School, with couches, tea-table, and books, where they meet teachers or have a nice social time among themselves. "It places mothers where they should be—in the school." With this room as headquarters, cooperation has developed. Playgrounds have been established in almost every school yard, financed by the city and run by a joint committee of the city council and the mothers' club. One mother is responsible for and supervises each playground, though a paid director oversees the games.

In matters of school health the mothers call with unfailing responsiveness on the city health board, the visiting nurse association, and the medical or dental societies. A nurse has been placed in the high school, and several schools have had continuous service from the visiting nurses who are on call also for playground accidents. The mothers, by stimulating professional interest, have arranged many health lectures with a view to securing medical inspection, and at their suggestion dental treatment has been given free to several hundred children.

There are scores of similar stories from other cities, which all prove beyond a doubt that mothers organized with a

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program of things to be done make excellent "social brokers," to bring together organizations public and private, individuals professional and lay, as required by each school's problems.

### *A Mothers' Council for the School Board*

Six years ago a woman on the school board of Denver decided that somehow she must get in touch with each district through the mothers of children attending schools there. Therefore a committee was appointed, made of one member from the mothers' circle of each school. Thus 65 women, representing all kinds and conditions of homes—women with the best and poorest opportunities, of different nationalities and different races—were brought together to work out a method by which all parents might help meet the problems which daily present themselves to school officials.

Members of the council are appointed from year to year, but some of them have served ever since it started, and twelve of these devoted mothers have not missed one of the monthly meetings from October to May. Each member visits her school each month, talks with the principal on the question which is to be discussed at the next council session, attends and reports all meetings of parents in her district, notes the progress or needs of her school, and gleans suggestions from similar reports of other districts. Any new question which is to be considered by the board of education is thoroughly discussed by the council, and the superintendent knows that each district is familiar with new steps which he wishes to take.

### *The Fathers' Club*

What are the fathers doing while there is so much talk about mothers' clubs, mothers' meetings, and mothers' interest in schools? There are fair sprinklings of fathers

## HELPING SCHOOL CHILDREN

in parents' associations. Fathers all by themselves in one district of Rockford raised \$250 to improve the school grounds. Their interest called the attention of others to that school, and the result was a fine playground.

For seven years in Reading the Olivet Fathers' Club has maintained school gardens. This work began in the boys' club of the district, but as it expanded a larger organization became necessary. Consequently the Fathers' Club came into being. No employees are hired, but the fathers themselves have plowed the land, measured the garden-plots, laid water pipes, and furnished the seeds and monthly prizes for the best kept gardens. At the end of the season there is an ice cream treat for the 150 children who have used the garden plots.

It takes considerable land to accommodate these embryo gardeners, and the Fathers' Club might not have been able to do this work but for the generosity of one of Reading's citizens. Mr. Baer had a quantity of land used only for rubbish dumps. He was willing to have this cultivated by the children, and year after year has made no charge to the Fathers' Club. In the meantime the property has become more and more valuable, but so have the gardens, in the estimation of Mr. Baer, who has recently given to the city for park and playground use a dozen acres of land, valued at about \$30,000. "The gift," writes a business man in Reading, "may be regarded as the legitimate outgrowth of the Fathers' Club gardening. It is likely that the idea would not have occurred to Mr. Baer had it not been for the tillage of waste places which this club of working men had been engaged in. Mr. Baer, though not directly interested in the movement, and knowing little of it beyond his annual loan of land, probably thought the work was too good to cease, and was in this way led to make the gift."

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The Fathers' Club during its half-dozen years of existence has enabled several hundred children to raise produce worth \$10,000. Combined with really efficient gardening are all the advantages of social gatherings for the men, as shown in the following letter:

DEAR SIR,—The Olivet Fathers' Club will open its fall season with a rally on Monday evening, Oct. 3. We hope to have you meet with us on that night, in the Neighborhood Room of the Olivet Boys' Club building, entrance on Eisenbrown Street.

We have in our book many names of fathers who do not often attend the club meetings. We are hoping to have all of these members meet with us on this night, and we are also hoping for new members. The membership fee is but ten cents a year.

We particularly desire that the men who have gardens should be members of the club; also the fathers of the hundreds of children who visit our playgrounds.

There will be a brief program of music and an address. Then light refreshments will be served, and there will be an inspection of the club building. It will be a pleasant, sociable evening, with none but men present.

This is the time for the semi-annual election of officers.

### *Educational Associations*

In 1820 this meant an association of "men and females to develop thousands of able and faithful ministers to penetrate into the wilderness"; later, a "ladies' society to send to western states competent female teachers of unquestionable piety"; and, in 1838, the Otsego County Education Society had as its purpose "to improve common schools in this county" by means of a school improvement association in each town. The purpose of the New York Public Education Association, as stated in its original charter, in 1899, was "to study the problems of public education, investigate the condition of common and corporate schools, and to propose from time to time such

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changes in their organization, management, or educational methods as may seem necessary or desirable."

At present there are enough public education associations to make their yearly congress a stimulating and worth-while affair. The oldest and best known of these, in Providence, Waltham, New York, Boston, and Philadelphia, have all acted as cradles for many cooperative plans with schools. From the Waltham Society sprang separate playground, kindergarten, and school garden associations. In Providence child labor work, sanitary surveys, and hygiene interest have called the Public Education Association foster-mother. There is very little happening in Worcester schools to which the society there has not lent a helping hand. It is as a central, initiating, guiding force that a public education association does its best work, no matter what name it goes by, cooperating with everybody interested in schools and stimulating public opinion. As such an agency it has unlimited opportunity.

The weakest part of public education associations generally seems to be their lack of an efficient method for their routine, everyday work. When a crisis comes, these bodies, full of enthusiasm and fervor, give splendid service. But in some large cities, the daily, hour after hour work has usually been less helpful to schools and communities because of lack of facts, lack of funds, lack of continuous constructive program, and lack of supervision of volunteers. With these serious lacks in method, other associations may perhaps meet, or deserve to meet, the fate of the Newark Education Association, which for twelve years had done such splendid work that in 1910 the authorities decided there was no reason for its existence. It had started kindergartens, manual training, and playgrounds as part of the system, and helped to secure a smaller school board. There seemed to be nothing left to do, so the Association dis-

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banded. Was it not almost prodigally wasteful for the superintendent to allow it to die after having proved its efficiency and value? For when the schools are flourishing is the very time to keep the town interested, informed, proud; and every city needs a central outside agency constantly interpreting schools to the community.

### *What New York City Offers in Cooperation*

There is, of course, enormousness in the story called *Outside Cooperation with the Public Schools of Greater New York*, a report which is available from the Bureau of Municipal Research, 261 Broadway. It is probably true, however, that the situation for both school people and outsiders in New York is typical for most other cities. Substitute for the numbers given here the proportionate figures for your city, and both significant facts and constructive suggestions will in all probability fit. Since this study was made, three other cities have stated that similar investigations would be helpful to them.

The New York story, like every good story, begins with its best foot foremost, by telling how much cooperation is available for schools. There are nearly 200 separate, distinct agencies in touch somehow, and this does not include individual parents' associations, whose name is probably very much like legion. Some of these organizations are simply using schools in carrying on their propaganda, like the Anti-Cigarette League or the Boy Scouts. Others, like the Y. M. C. A., make special concessions to public school pupils and teachers. But the great majority of these organizations, relief societies, hospitals, museums, are either cooperating directly, actually doing things for school children, or spreading broadcast information, interest, and en-

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thusiasm about school activities, through press comments, meetings, bulletins and reports.

These are the schools' assets; and what has resulted? Just the same sort of thing that follows the work of any woman's club or civic league. The list of improvements initiated or supported and of experiments now under way is long enough to put a considerable burden of gratitude on school and city officials, for it includes fundamentals like special classes for crippled children, the physical examination of all children, organized athletics for both boys and girls, backward children studies, exhibits for nature work, lectures on art and botany, commercial training, pupil self-government, budget increases, school "news," and school gardens. It is simply because there are more people to work in New York that the list is so long. Many of these good things were not the "first" in the country. Some were. It really is not safe to make that assertion about anything, nor does it matter particularly. When school nurses, vacation schools, anemic classes, vocational training, and recreation centers are due almost entirely to outside initiative and perseverance, a city is to be congratulated.

As another measure of outside interest, several years of minutes of the board of education and the board of superintendents were studied. Here again the numbers are huge. Seven hundred communications in five years are recorded in the official documents; I should, perhaps, say hidden, because it seems as if the framers of minutes had tried as hard as possible to cover up simple little petitions from outsiders with heaps of procedure and referring. To follow the course of a petition is like trying to find your way out of a "house of labyrinths." However, these 700 communications, offering cooperation, recommending, requesting, objecting—letters from individuals, taxpayers' associations, business concerns, and other volunteer associations—show that people

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are so interested in almost every particular of school affairs, buildings, equipment, course of study, that they want to register their sentiments at headquarters.

From these figures and the authentic reports of agencies themselves you get a clear picture of a great city with great school problems and a great number of persons willing to help with time and money, said to total already \$1,000,000 a year. What appreciation all this cooperation receives is "another story." One way of testing that is through official documents wherein superintendents and school officers record the year's progress. When what these 200 agencies say they are doing for schools was compared with what the annual school report fails to say about outside cooperation, instances like this were found: The New York Public Library reports branch work with teachers and pupils, special arrangements for teachers' circulating libraries, visits to schools by school librarians, visits to libraries by classes, and vacation school libraries. The city superintendent mentions only the cooperation of the library in "providing our summer schools and recreation centers with abundant reading matter."

No mention is made in the school report for 1911 of experiments carried on in the interest of school children by outside agencies; of the Free Dental Clinic for School Children and its campaign for school dental clinics; of relief agencies spending yearly several thousands of dollars on public school relief; of agencies which exist to support budget requests made by the board of education; of agencies working on problems of truancy, recreation, or school health; or of the Public Education Association's work for schools.

On the other hand, a critical analysis of the reports of the agencies themselves showed what an infinitesimal proportion of each school problem they are touching, and how duplication and lack of follow-up work have kept them from

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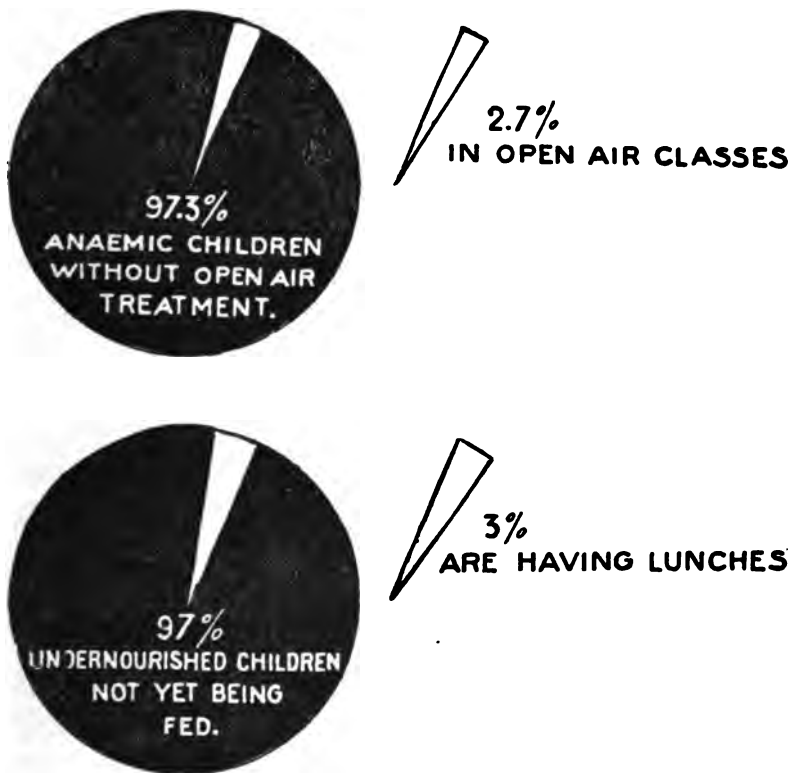
being more efficient. These same lacks in cooperation are probably apparent in your city, be it large or small. (Fig. 5.)

The results of this study for New York indicate that several changes are desirable. The most important, a central clearing house for outside cooperation, is outlined later. The next most important is that there shall be at headquarters some one individual to keep track of communications from the outside, to steer petitions safely by the rocks of committee meetings and resolutions, and to collect from teachers and principals definite lists of things about which outsiders could help. Because newspapers, especially school editors, were found very willing to tell the city what the schools need, it was suggested that agencies might make more use of this opportunity for securing public understanding of their work.

Plans for coordinating the work of several agencies on one problem led naturally to the suggestion that a conference of all outside agencies, city departments, and school officials be called to discuss cooperation. This was done by the city's board of estimate, and the need for a coordinating agency was so clearly shown that a budget cooperation committee was appointed for immediate service, and a second committee was asked to plan how a central organization might take upon itself the duties and opportunities of directing cooperation with the public schools of New York. The president of the board of education promised to appoint a committee of the board to confer with the outside organization.

### *A Central City Coordinator*

A few cities only have seen the need, and met it, of a clearing house for outside agencies and individuals interested in schools, a convenient meeting ground for school people and laymen. In 1909 the Educational League was



*Fig. 5*

THE BLACK SPACES SHOW WHAT IS STILL TO BE DONE

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organized by representatives from 74 business men's associations, patriotic orders, educational, social, and philanthropic societies, "to concentrate the forces now aiming independently to give Philadelphia the best possible system of public schools." The danger of such large-scale organization not independently supported is that after one or two joint campaigns, successful ones in Philadelphia, the welding ingredient dissolves and each agency slips naturally back into its own little groove. The 100% needs of schools are lost sight of, and smaller organizations again become rivals in appealing, rivals in being useful to schools, in making their particular interests the most important objects in the world.

To combat such a situation, which some cities are already facing and others are trying to cover up, a strong, well-financed central agency is needed for organizing, coordinating, and "clearing" outside cooperation with public schools to:

- Have on file reports and literature of all agencies cooperating with public schools in the city, plus important school data;

- Provide information concerning all such agencies and the schools to givers, school people, interested citizens and associations of teachers and principals;

- Analyze promptly the annual and interim reports from schools and point out the opportunities for helping disclosed by facts, recommendations, discrepancies, and omissions;

- Cooperate with the board of education in issuing and keeping up to date a handbook of agencies available for school cooperation and of fields not adequately covered;

- Secure independent financial support sufficient to employ a number of expert supervisors and investigators for the affiliated committees of volunteers, and to use and make public the results of their work;

- Maintain a mailing list of persons who should be kept prepared for intelligent action on important school problems through current, cumulative information;

- Keep constantly before the public through the school columns of newspapers and special articles the extent and kind of cooperation being given;

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Outline 100% of school needs not yet met, showing gaps where nothing or too little is being done by outsiders;

Show other cooperating agencies that it is worth while passing on the information gathered by their experience to the central agency, which should help apply it to the problem throughout the whole city;

Affiliate all cooperating agencies by giving them active membership on central committees in which they are interested and to which they should be able to contribute;

Invite representatives from teachers' and principals' associations to serve on committees;

Act as a placing bureau for volunteers wishing to work on school problems;

Arrange conferences on school needs with teachers, principals, superintendents, and parents;

At budget time and at other critical times help each agency to see and to do its part in getting necessary facts so as to give to the community the benefit of the work and judgment of all agencies;

By virtue of its facts and its expertness, maintain independence of school authorities as the only way to be progressively helpful.

It does not require a new, separate agency to make such a program a vital force in the community. The work is especially suitable for a public education association, but can be done equally well by a woman's club, a relief agency, or a settlement. Of course, every city must formulate its own program, but the method of carrying it out is the same. Without a basis of fact, an appreciation of the whole problem and continuous watching, recording, and suggesting, no agency can attain its maximum efficiency.

As a "social broker" a central agency is hindering itself when it assumes functions more logically carried on by other agencies; yet it is also responsible for showing specializing agencies where and how they are not meeting 100% of their particular problems. Initiative in starting things should not be left entirely to either school people or to the outside agency. Having teachers as members of the central organization means being continuously in touch with at least some schools.

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Only by keeping constantly in view the larger purpose of the organization can special committees escape without losing their sense of proportion and their feeling for solid things. When a public education association has aroused "public opinion" and interest in one experiment, it must be proved feasible for the entire system; it must have means of permanent support through the budget before the association can honestly stop "mothering" it.

Whatever the special needs and interests of the town, there are certain committees in a central agency that should be permanent, including health and budget committees. Temporary investigations, like the visiting teacher and vocational guidance studies made in New York, are important, but the actual contact with schools of many sincerely interested men and women is even more valuable for the schools.

There is no criticism too severe for the organization which, because it rests on a tradition of being a leader, prevents the development of a "live" agency with a program and vision.

Could anything be more unaltruistic than to misstate facts and misquote officials; to duplicate another's field; to conceal existing inefficiency by diverting the attention of outsiders?

Is there value in having people on committees who do not work but lend prestige?

Should volunteers decide on which committee they wish to serve, no matter how unfitted they may be for it?

Should a volunteer be kept on a committee when doing recognizedly inefficient work?

Should committee workers be allowed to visit schools without knowing beforehand what the schools ought to do and what they are doing?

Is there any excuse for uninformed cooperation when school reports and past newspaper discussion of school questions are so easily secured?

Because the opportunity for this type of organization is so boundless is reason enough for being impatient with

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agencies, however worthy their purpose, which are not "making good."

### *What Rural Schools Need*

They need nearly everything—and usually they need it badly—that city schools need, clean buildings, efficient teachers, adequate equipment, and medical examination. They usually need more money, and a great deal more interest from town and city women and men.

What Oregon women did about the sanitation of rural schools is described on page 153. The State Federation of Women's Clubs in Missouri, through its committee on education, wrote to every county superintendent a personal letter explaining what the women hoped to do for schools, and inclosed the circular which was being sent to all clubs, to 500 principals in small towns and villages, and 500 school patrons in other rural districts. These questions were included:

Are your school buildings and premises regularly inspected as to sanitary conditions?

Have you a county high school? Why not?

Could you have better schools and teachers if several adjoining districts united in one larger school? Why does not your school district move in the matter? Have you talked with the state superintendent about it?

Cannot you have a patrons' meeting at your school building and talk matters over?

Each of the nine chairmen of the nine federated club districts was asked to have her committee visit a rural school and report on its condition. One woman visited every rural school in her county. Almost every report emphasized the need for good roads as a fundamental school problem.

The National Congress of Mothers, through its country

## HELPING SCHOOL CHILDREN

life department, is forming parents' associations to help in small town and rural schools, though they are not always successful at first. In Stanberry, the parent-teacher association (which formed in an undertaker's shop, by the way) thought it could not interest either townspeople or school superintendent. By advice of the organizer it started a "clean-up day" for the town and was so successful that papers, citizens, and superintendent "sat up and took notice."

"I send the newspaper reports of meetings in one town to timid circles in order to spur the latter to activity," writes the organizer. At the Louisiana State Fair a "model home," built by the State Congress of Mothers, is entirely furnished by handiwork of the children in the Shreveport public schools. "Better roads for little children" is the slogan in rural districts. Stereopticon lectures on conditions "before" and "after" changes have been made convince townspeople that they should spend money in this way for school improvement. School associations for good roads, road cadet companies, and pick-and-shovel clubs get the children interested. State and national departments of highways and agriculture are cooperating.

I wish there were space enough for the details of what parents' clubs in rural districts are doing. They suggest so many ways of helping. For example, one club by a box-supper and school entertainment raised money to paint and light the interior of the school building. Another secured the installation of a sanitary fountain and individual drinking cups in the schools. A third raised several thousand dollars for road improvement, organized a fathers' association to carry out the plans, secured money for a fireless cooker with which to furnish warm luncheons for the country children who came in to the school, took subscriptions for a stereopticon for the consolidated school, framed

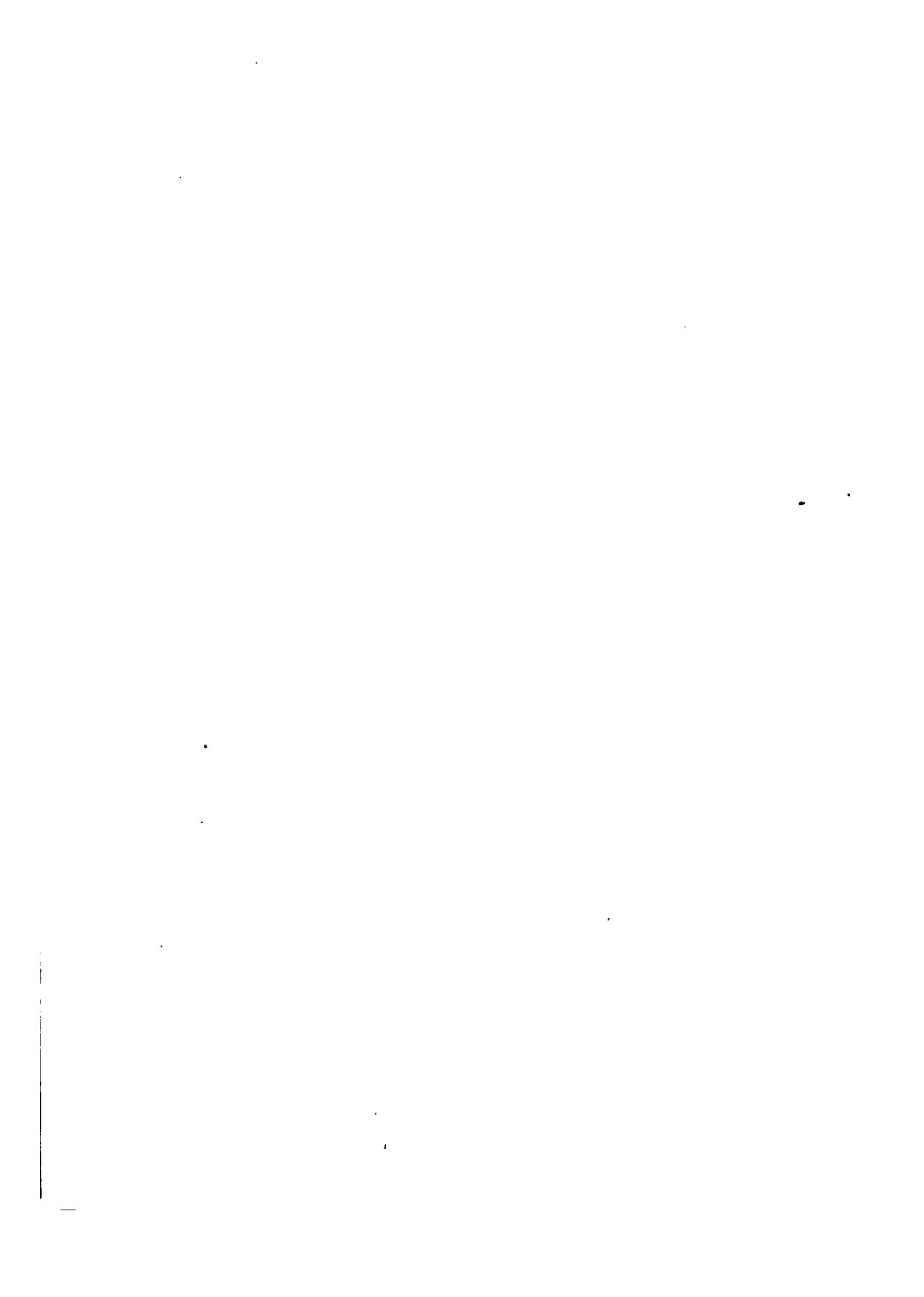


**ROAD CADETS AND BRIDGE BUILDERS**



**EVERYBODY HELPS IN THE COUNTRY**

**GOOD ROADS TO RURAL SCHOOLS: LOUISIANA CONGRESS OF MOTHERS**



## ORGANIZATIONS

a large gift of pictures for the school, and assisted the Girls' Mushroom Club in the raising and sale of mushrooms. For detailed suggestions about rural child welfare, address Mrs. Frank de Garmo, Country Life Department, National Congress of Mothers, 2186 Washington Avenue, St. Louis.

State granges have frequently done much for the betterment of rural schools, as the superintendent in Maine says. They are seeing the advantages to farmers of having good grammar schools and high schools that teach sensible subjects like scientific agriculture.

But the things really wrong with rural schools lie deeper than mere lack of school facilities and equipment. They are to be found in state supervision and county boards of education, in the relation of schools to universities, in budget making, census taking, school expenditures and accounting, training schools, administrative problems, methods of reporting attendance, promotion, or age distribution, and in the need for agricultural courses. Wisconsin, through experts from the Bureau of Municipal Research employed by the State Board of Public Affairs, Madison, has had made a complete survey of rural school administration. Similar studies might be made by a state university, with students to do the field work, or by a state federation of women's clubs. And it is only by thus getting at fundamentals that rural school problems can be efficiently solved.

### *Rural School Improvement Leagues*

Of the 200 school improvement associations in Arkansas, with a membership of 10,000 men and women, the superintendent writes:

These organizations have been and are continuing to be of very great benefit to the schools, and the citizens are coming to understand more fully and much more definitely the needs and defects of our public schools, as well as their advantages.

## HELPING SCHOOL CHILDREN

The three points that are distinctive in the work of school improvement leagues are the value set on newspaper publicity, the advantages of close cooperation with state and county authorities or with lay organizations, and the similarity of needs existing everywhere. In the reports from each state the words "better buildings," "ventilation," "physical welfare," "playgrounds," "home economics," and "agriculture" reappear constantly. "Frequent notes to newspapers," or a press bureau sending at regular intervals articles to parish papers and notices to the county papers, make known these needs to the townspeople.

A few years ago the club women of Kentucky suddenly realized that their state ranked low in educational efficiency. At the instigation of the Southern Education Board a trained organizer was employed for four weeks by the State Federation. Women raised \$4,000, of which \$800 went to build a model school and support it for three years, as a demonstration of what a rural school might be. The rest of the Federation's fund was spent on traveling expenses of the organizers, who reached 112 out of 119 counties. Many club women went on the road as volunteers to start school improvement leagues and outline programs for those already organized. What fundamental work had to be done was shown, for example, when one county league built itself a school house, saw that elementary agriculture and domestic science were taught, and provided a wagon to transport children in bad weather. In 1910 the women's clubs agreed to a two years' trial under the following co-operative plan: The expenses of a full-time, salaried organizer to be paid by the Southern Board and the State Federation; the state department of education to furnish office room, stationery and postage, and the state superintendent to supervise. For the bulletin on school improvement

## ORGANIZATIONS

work, write to Mrs. Charles P. Weaver, Department of Education, Frankfort.

This semi-official arrangement will probably end in a state bureau like the School Improvement Department in Tennessee, under Miss Virginia P. Moore. Her story of what has been done since 1908, when she began working under the Southern Education Board and the Cooperative Education Association, is extremely suggestive as told in the reports of the state superintendent of schools: 750 associations formed; visits to the most remote rural schools; uniform "clean-up day," when every school house and ground was made thoroughly spotless by teachers, pupils, and parents; 60 flourishing county school improvement associations; 17,000 teachers pledged to organize leagues in their schools—it is almost too good to believe. Bulletins suggesting forms of organization, regular school improvement columns in local papers, and the wholesale distribution of a button with "Health, Comfort, Beauty for our Schools" on it, have added to the popularity of the movement. At state and county fairs prizes of from \$10 to \$50 are offered for the best photographs and sketch of 100 words illustrating the schools "before" and "after" the league got into action.

The things accomplished by committees of each league include abolishing stoves and pipes in several hundred rooms and putting strong shades at the windows. "Hundreds of schools that were never scrubbed since the houses were built, have had frequent scrubblings." In reading the list you will be astonished at the sensible, fundamental things parents and teachers do, and at the years which had passed without their being done.

The social-betterment side of school improvement means new roads, bridges, agricultural instruction, libraries, town-beautiful movements, and health lectures. It is community

## HELPING SCHOOL CHILDREN

work. Tennessee has solved satisfactorily the problem of efficient outside cooperation with rural schools by having each district a center and each improvement league a clearing house for everything needed in that school. When the tasks of organizing are over, the mechanism of county and state leagues will help secure the legal, fiscal, and administrative changes necessary for all rural schools in the state.

### *State-wide Combinations for Education*

The story of a cooperative effort in Texas made by educators and other citizens is told so well in the little pamphlet, *The Conference for Education in Texas—Its History, Its Aims, Its Work*, that I shall quote bits and advise you to write to Mr. Lee Clark, Austin National Bank Building, Austin, for samples of the bulletins, reports, and calls to action which are being sent out constantly by this organization. In 1907 an invitation was issued to business and professional men and other persons interested in schools. More than 500 enthusiastic citizens representing all sections of the state and various lines of business and professional activity met, and a permanent organization was effected. "Educational evangelism" is its watchword; its method, cooperation with press, teachers, superintendents, state departments of education, various civic organizations, and "with all other agencies that seek to improve the schools of the people." Regularly press items are sent out to the newspapers in the hope that some of the subjects may be of sufficient interest for publication. "Any or all of the items may be used without giving credit."

"All-year-round campaigns," "all forms of educational endeavor," "organize and unify effort," "to perfect machinery of school administration," are well-sounding ideals, and what the Conference has done justifies them. In 1910

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the Conference possessed 10,000 members and the indorsement of organizations as widely representative as the Texas Bankers' Association, the Texas Farmers' Congress, the Federation of Women's Clubs, State Teachers' Association, Texas Lumbermen's Association, Texas Women's Press Association, Central West Texas Federation of Commercial Clubs, and the Texas and Pacific Teachers' Association.

Lectures on school conditions have been delivered wholesale throughout the state. Over 300,000 bulletins have been distributed containing reliable information on the need for rural high schools, local tax action, and school buildings. Comparative measures of school efficiency show where Texas stands in relation to other states. Increases for ten years in school funds, in teachers, and school houses tell in the taxpayers' language what education in Texas is doing.

Model plans for pretty one-room, two-room, three-room school houses have been sent free to officials, and maps of Texas have been prepared, giving by counties the scholastic population, the average daily attendance, and the number of days in the school year. From it the sections needing help or needing administrative revision stand out clearly and raise questions in even the "most lay" mind about uneven distribution of school funds in counties where \$4.09 and \$49.53 represent the per capita tax. The Conference has also supported progressive legislation on educational questions, and organized successfully "the most effective state-wide campaign ever waged in any of the southern states for a constitutional amendment authorizing better financial support for common schools and other school improvements." Advances to be taken by Texas's educational system during the next year are outlined also.

Appealing to school people and outsiders for help in legislative campaigns, keeping definite educational needs constantly before a large group of citizens, and acting as a

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central office for school affairs, the Conference fills a place in Texas that in most other states is vacant. It is not rivaling any other organization, because it is all other organizations, non-partisan, efficient, progressive, and, above all, continuously "on the job."

## VII

### SPECIAL OPPORTUNITIES FOR WOMEN

#### *Women on School Boards*

“**W**HEN the right woman becomes a candidate she will be easily elected. A mediocre man is not such a mistake as a mediocre woman.” In the majority of cases women have such a struggle to get on the board that only the superfine succeed. For two years in Denver a school election was contested before the legality of the woman candidate was proved. Many people think that the mere fact of being a woman fits one for service on a school board. Given the choice between an intelligent man and an equally intelligent woman, the latter will probably have more time and more interest in details. Ask any woman on a school board who does most of the work. It would be interesting if board members kept time-sheets. The argument is, of course, logical, that women are especially interested in children, that their training, experience, and environment fit them especially for work with children. But because our present standard for school commissioners is not nearly high enough, either for men or for women, we cannot afford to lower it one degree even for women. We cannot excuse them for lack of information simply because they are women and know how to rear children.

The best way to prove women's ability is through club school cooperation. Few educators know more about

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school business than an efficient club leader with years of experience along various lines of school activity. Conversely, one measure of communities' valuation of club work so far may be the small number of women school board members in the cities where so much cooperation is reported. Of 125 cities reporting, 15 have one woman, 11 have two, three have three women, and 96 have no women on the school board. In Oregon, of a possible 9,000 school directors, only 100 are women.

A woman never has a bigger opening for community service than when on a school board; her beneficiaries are every teacher, pupil, and parent in the city. There is unlimited opportunity not only for improving the methods, administration, and personnel of the system, but for the so-called "educating" of the rest of the board on the sociological aspects of school work. A western school board member told me most graphically of her efforts to make the men members see the community value of social centers, school nurses, and efficient attendance officers. School board service is something to be "called" to, something to make ourselves worthy of. Though they may well consider themselves more capable than a great many men now serving, how many women can honestly consider themselves fit for the position?

With the present tendency to smaller boards and specialized interest, it becomes more important than ever to keep the standard for school service high. Who should be appointed as school commissioners, whether they be men or women? This question was recently asked of the Bureau of Municipal Research by a New Jersey mayor. The answer was epitomized in these questions:

Are they (men or women) interested in the success of the public schools?  
Do they (men or women) know reasonably well the local conditions  
which the public school is supposed to express and the local needs  
which the public school is supposed to meet?

## OPPORTUNITIES FOR WOMEN

Are they (men or women) in the habit of basing judgment on facts?

Are they in the habit of working from first-hand information instead of hearsay?

Are they capable of managing any other business where, as in Montclair, there are one hundred subordinates and twenty-two thousand patrons?

Can they use effectively the six sources of information—annual report of board of education and its superintendent; monthly statements submitted to the board at its monthly meetings; statements made directly to the commissioners by teachers and principals; personal observations; state and national reports on public schools; and general discussion of school topics by newspapers, school journals, popular magazines and citizens? No school trustee can fulfil his trusteeship who is not conscientiously seeking to make the most of these six sources of information for himself and for the public.

Is any one (woman or man) qualified who despises records of work done and of needs unmet, which she or he is apt to call "mere statistics"?

Who thinks that 20% of the children are predestined to fail each term?

Who has contempt for the public and thinks it can never understand the intricacies of school management?

Who in intellect or strength of character is inferior to teachers or principals?

Who has never had experience in applying efficiency tests to subordinates and to her or his own results?

For the children's sake we may be grateful that the time is coming when it will no longer be considered sufficient for a school board member to be simply willing to serve, just as it is no longer sufficient for a social worker to give willing service unless that service is efficient.

### *Visiting Schools with Official Sanction*

A local school board is little more than an outside visiting committee. The principle behind it is to have, besides the central group of commissioners with executive powers, a local body which is acquainted with each school, its condition and needs. This is practically what rural school improvement leagues are, though they have no state authority

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with which to do their visiting. In some cities local boards in each district are required by law. In the New York City charter their powers of investigation and reporting, of publicity and pressure from facts, are practically without limit. But when the members are mostly business men, they are frequently too occupied to attend meetings and visit schools, and they then complain that local school boards have no "power." With the foundation of facts and actual observation of district schools, and with the public support which local school boards can command, there is no end to their possibilities when the right people are working with the right method. And this is true of practically any lay body in any sized city or rural community.

A college graduate who has for years been helping with entertainments for charity and supervising a small class of defective children has been appointed to the local board in her city. She has now seen in miniature how the entire school system works, while still having the joy of contact with individuals who want her interest and sympathy. She sees the relation of organized charity to schools, the need for playgrounds and vocational guidance, and, while doing only part-time work, feels herself a part of the great school mechanism. Every bit of her personality counts, every piece of constructive service means help for that district and suggestions for other districts, and for other cities. It is one of the most stimulating opportunities open to men and women who want social service, and it is potentially the very best training school for the school commissionership. But because members of local boards or of visiting committees with official authority have so far been at liberty to serve efficiently or otherwise, no standard has been set for what members should know or how they should work.

Many suggestions for local boards and their relation to

## OPPORTUNITIES FOR WOMEN

outside agencies in their districts are contained in the report of corresponding bodies in London, *i.e.*, Children's Care Committees, made up of two teachers and three lady managers for each school. They act as intermediaries between schools, dispensaries, relief societies, and employment agencies. The need for these committees grew out of a situation similar to that now existing in many of our school districts, where "much charity was dispensed in a haphazard way. . . . Side by side with this stream of charity child misery flowed on unchecked." While there are numerous agencies ready and willing to help schools in our cities, needs have been unmet because for years there has been no such "social broker" to bring individuals and outside agencies together.

Should not every school visitor in city or town have filed a list of agencies available for cooperation, notify teachers of these resources, and know the needs of each school and of each child who is a care or worry to his teacher?

Is not the local school board or visiting committee the logical clearing house for outside cooperation in each district?

### *Who's Responsible for School Sanitation?*

No one with a conscience can answer "Not I." We are supposed to be a civilized nation, yet what shocking things one sees and reads of! Think of the mothers of a city letting some 500 children stay in a condemned fire trap, ill-heated, badly lighted, and unclean, simply because "nothing could be done about it." It is everybody's affair, physicians', business men's, and primarily women's. Much can be done by remedying bad things, more by making the repetition of mistakes impossible.

May a school board build a cheap, unhygienic building in your town? Are the janitors allowed to clean with dry, dusty rags or feather dusters? If you rated each school building on a basis of 100, taking off 10 points

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for poor ventilation, unclean rooms, insufficient light, and lack of fire precautions, how would each school stand?

Have you ever listed the detailed concrete changes that each school requires before it can be a healthful, safe place for children to spend their days?

How does housekeeping in the schools compare with housekeeping at your home in cleanliness, heating arrangements, the efficiency of servants, and the promptness of necessary repairing?

Is it right for a school to be less clean than a home?

This last question has made mothers work in earnest for school sanitation as a field in which they walk on familiar ground. Individual mothers go to see schools for themselves. Groups of women make more or less scientific studies of school conditions. Yet for every woman actively concerned with this question there are 1,000 who either do not consider it an important question or do not see how anything can be done about it. In only 51 out of 125 cities have women told us they are paying attention to school sanitation. Are conditions perfect in the other 74, and in the many other cities which did not report?

A standard for scientific investigation was set by the Boston branch of the Association of Collegiate Alumnae in 1895. Alice Freeman Palmer, as a member of the board of education, realized that you cannot have high-grade teaching without having sanitary schools. With the full cooperation of state, city, and school officials, the Association made a survey by districts, using uniform questionnaires and methods of investigation. To decide technical matters of plumbing and ventilation expert inspectors were secured, and samples of air found in classrooms were analyzed. The questions to be answered by head masters and teachers referred to building sites, materials, fire escapes, sanitariums, heating, cloak rooms, sweeping, dusting, window space, seating capacity—in short, to every matter affecting healthful school conditions for teachers and pupils. The investiga-

## OPPORTUNITIES FOR WOMEN

tion was made quietly, with no publicity, but with promptness and thoroughness. When it had been going on for a few months the mayor announced that he was going to appoint experts to "report on existing sanitary conditions in the schools." So the Association's committee finished its work quickly and submitted to the mayor, with recommendations, its report to be used as a basis for the constructive work of the experts. The summary tells of fire escapes found locked, of uncleaned cesspools, worthless systems of ventilation, inadequate air space, and about every other "bad" that schools can be party to.

As a result of this study janitors are required to use damp sweeping; adjustable desks were recommended; buildings utterly unfit for school purposes were condemned; and an appropriation of \$300,000 for a part of the needed changes was raised. As an indirect result, Boston received a new school code. For copies of the exhaustive questions used in the investigation, write to Mrs. Caroline S. Atherton, 82 Ruthven Street, Roxbury.

Twelve years ago a similar survey was made in Baltimore by the Arundell Club, whose sanitary committee, primed with questions on specific subjects, went to all the schools. Visitors were asked not to use the questionnaires openly or visit "with a critical attitude." As a result of this study many changes were made by the authorities. In Providence a study of conditions in 80 schools was undertaken by a committee of the Public Education Association. The investigation was based on the Boston questions, remodeled to suit a smaller city and completed by suggestions from the superintendent and a physician. The report takes up separately provision for wraps, basements, cleaning, sanitaries, and heating. It advised that a permanent visiting committee with an expert for the inspection of ventilation and lighting be appointed, that the

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feather duster be forbidden, that slates be abolished, and that tests for eyesight be introduced. Emphatically the committee urged the adequate physical examination of children by a staff of inspectors who should also have charge of sanitation and hygiene. The report is full of interesting details, and is available from Mrs. Carl Barus, 30 Elmgrove Street, Providence.

From the questionnaires used by these three cities the New Jersey Federation of Women's Clubs has evolved a blank for a state-wide study of school conditions. It covers the most important points without demanding detailed answers which tax the patience and ingenuity of lay investigators and is reproduced here with additions for use in rural communities.

Stories of "clean-ups" inaugurated and carried through by women would fill volumes—of shocking conditions found in some schools, of the splendid arrangements in others that make you want to keep working until all children everywhere have equally helpful environments to study in. Clean schools require watchfulness. A good housekeeper inspects constantly. What would happen to dust and weekly cleanings if she did not? Investigating and reporting on conditions which actually exist is only the first step. So often the sense of responsibility for clean schools stops after something, anything, no matter what, has been accomplished. Women write, "We secured sanitary improvements." You ask what, and learn that dry sweeping, perhaps, was abolished in one school. That is highly commendable, and the more reason for keeping on until all buildings are thus improved.

For a series of articles with definite suggestions about "School Janitors and Health," by Dr. Helen C. Putnam, write to the *Child Welfare Magazine*, Philadelphia.

# OPPORTUNITIES FOR WOMEN

## RECORD FOR SANITARY INSPECTION OF A SCHOOL

Name of visitor  
 Name of club  
 Name of city, town, or borough  
 Address  
 Dates of visits  
 Number of pupils enrolled when school opened  
 in the middle of the term  
 Seating accommodations  
 Number classrooms  
 Number stories  
 Of what material  
 How often are regular inspections of the entire building made as to plumbing?  
 sinks?  
 toilets?  
 By whom are inspections regularly made: principal? school board member?  
 sanitary expert? women's club?

## GENERAL SURROUNDINGS OF BUILDING

Is In congested district?  
 residence district?  
 open country?  
 Is ground high or low?  
 Are marshes or sunken lots in the vicinity?  
 How near?  
 Are stables near?  
 How near?  
 Are factories in vicinity?  
 How near?  
 Are saloons near?  
 How near?  
 vacant lot for play space?  
 Is there open sewage near the school?  
 Is there a main trap in the sewer?  
 Where is the open end of the soil pipe?  
 How often are the adjoining streets cleaned?  
 Watered?  
 Are streetcars noisy?  
 Is heavy traffic allowed during school hours?

## SCHOOL YARDS

What are the dimensions of the school yard?  
 Is it sunny?  
 dry?  
 inclosed with a fence?  
 What material makes the pavement?  
 Is it swept and cleaned daily?  
 Are receptacles for waste papers and rubbish provided?  
 Is there adequate play space for little children?

## HELPING SCHOOL CHILDREN

## FIRE PROTECTION

How many fire escapes are there? inside?  
Are they in good condition? unobstructed?  
How many fire escapes are there? outside?  
Of what material are they made?  
How are they reached: through window?  
door?

**Do fire escapes open into an open space?  
Is there a clear passageway from bottom of fire escape  
to the street?**

Do all doors in the building swing outward? Are stairways fireproof?  
Are stairways curved or straight? Are there outside stairways?

How often are fire drills required?	How many minutes does it require to empty the building?	Are they regularly practised?
How often are fire drills required?	How many minutes does it require to empty the building?	Are they regularly practised?

**LIGHTING (SEPARATELY FOR EACH ROOM)**

Measuring from the teacher's desk, how deep is the room? How many windows on this dimension? Measuring the other direction, how wide is the room? How many windows on this dimension? Are windows below or above the level of pupils' eyes?

Does the light come from the left (of pupils)?

**Is there light on more than two sides? Is natural light sufficient for inner seats? outer? outer?**

Is artificial light used?      gas?      lamp?      electricity, tungsten?      ordinary incandescent?

## During what hours is artificial light ordinarily used?

Do windows open on street? alley? air shaft? What color are the shades?

**walls? ceiling?**

**VENTILATION (SEPARATELY FOR EACH ROOM)**

Is the room ventilated by gravity, jacketed stove?  
windows only?

Does the system work well? Is the room stuffy? How many square feet of air are supplied per second per pupil? (Measurable by an anemometer.)

**What is the cubic air space per pupil?**

# OPPORTUNITIES FOR WOMEN

What method is employed to humidify the air?  
 How often are the windows opened during school hours each day?  
 Is the room thoroughly aired after school hours? for how long?  
 Does the teacher understand the ventilation system?

## HEATING

Is the building heated by steam? hot air? hot water? stove in each room?  
 Does the teacher consider the heating adequate throughout the year?  
 Is there a thermometer in each room? Where is it placed? How high is it from the floor?  
 How often is the teacher required to record the temperature?  
 What is the required maximum and minimum temperature for classrooms?  
 How many rooms were within this temperature the day that you visited?

## CLEANING

How often are floors scrubbed? seats and desks? hallways? cloak rooms? stairs?  
 How often are desks and furniture wiped with a damp cloth? Is all woodwork washable?  
 Is any cleaning or sweeping allowed during school hours?  
 Is the feather duster abolished? Is the "dustless duster" used? Is oil, damp sand, or damp sawdust employed in cleaning?  
 Is the cellar or basement dry? paved? painted? whitewashed? How often is it swept? scrubbed?  
 Do the rooms, hallways, stairs, and cellar seem clean to you?

## SEATING

How many adjustable seats are there in the whole building? non-adjustable? Are seats of assorted sizes?  
 How many rooms have individual seats for each pupil? How well are seats adjusted to the size of the pupil?  
 How far apart are the sittings in each room: side? front?

# HELPING SCHOOL CHILDREN

## COAT ROOMS

- Where located? Is there any ventilation? Are they lighted by window? transom?  
artificially? not at all?
- Is there a hook for each child? Are lockers provided with wire netting?  
Are wet clothes ever hung with dry clothes? Is there a shelf for lunch baskets?
- Are toilets located in the basement? on each floor? in separate building?  
Are there outhouses? How far from the building? Are those for boys and girls separated  
by a fence? at different parts of the school grounds?
- What is the character of the water closets: individual fixtures with lids? school sinks?  
urinals for boys? privies?
- How many water closets for boys? for girls? for teachers?  
Are washing and toilet facilities separate? Do children wash at running taps? at basins?
- How many children to each wash basin? Are there any school baths? How arranged?  
Are roller towels used? paper towels? Are individual towels supplied?
- Is liquid soap supplied?  
How often are closet basins and wash bowls cleaned? How often are floors of closets scrubbed?  
Is disinfectant used? How often? What kind?
- How is waste and sewage from the school disposed of?

## WATER SUPPLY

- Does the drinking supply come from well? city water system? Is water for drinking fil-  
tered? What kind of filters are used? How often are they cleaned?
- Is the drinking water analyzed periodically? by whom? Where are the results of the analysis  
published?
- Has the common drinking cup been abolished? Are sanitary drinking fountains provided in-  
stead? Individual cups for each pupil? paper cups?
- Where are the water coolers or fountains installed?

# OPPORTUNITIES FOR WOMEN

## *Clean Rural Schools*

Women's work for clean schools in Oregon illustrates splendidly "a strong pull all together." The state is not thickly populated, club organizations are new, and great distances make concerted effort difficult along any line. But the women of Oregon have triumphed decidedly. First, a questionnaire was sent throughout the state asking for information in regard to school buildings and grounds. "The replies from city, town, and rural districts show that, while interest has been taken in the direction of improvement, much remains to be done." Then a circular was sent to the school boards of the state, calling attention to suitable ventilation, to whether light comes from left side or rear, whether desks are suited to children, whether there are individual drinking cups, and whether stoves are surrounded with a jacket. Emphasis, with suggestions from experienced authorities, is laid on proper attention to toilet arrangements, "which are often entirely inadequate." To secure public opinion in each community which would stimulate and support the school authorities in making necessary changes, a little four-page folder reproduced here was distributed among the women's clubs:

### SCHOOL SANITATION

#### *What to Observe*

##### *School Grounds:*

1. Are they covered with sod?
2. Are they well drained?
3. Are the walks in good condition?
4. What kind of walks—board, gravel, etc.?
5. Are there any trees and shrubs?
6. Is there a fuel room?
7. Are the grounds attractive and homelike?
8. Is there any place where children may play, sheltered from inclement weather?

## HELPING SCHOOL CHILDREN

### *Outhouses:*

1. Are the outhouses kept locked before and after school hours?
2. Are the outhouses as far apart as the grounds will permit?
3. Are they screened and vines planted to overrun the screens?
4. Are the walls kept free from obscene language and pictures?
5. Are the stools kept clean?
6. Are the vaults kept in a sanitary condition?
  - a. What plan of disinfecting the vaults?
  - b. What kind of disinfectant is used?

### *The School Building:*

1. What color are the walls?
2. Are the walls free from marks?
3. Are there a few good pictures placed on the walls?
4. What are the pictures?
5. Is there a janitor employed, and does he do his work well?
  - a. How often are the floors washed?
  - b. How often are the blackboards cleaned?
6. What method of ventilation is provided? Is it effective? If not, why not?
7. Does the teacher use good judgment in ventilating her room?
8. Is temperature of room above 68°?
9. Is the stove placed in the corner of the room and surrounded with a jacket?
10. Is the general atmosphere of the room homelike? If not, why not?
11. What method of lighting?
  - a. Number, size, and position of windows?
  - b. Arrangement of window shades?
12. Are the desks and seats the right height for the children?
13. What provision is made for drinking?
14. Are the walls well lighted? Ventilated?
15. Is the building provided with fire escapes?
16. Do the doors open outward?
17. What place is provided for pupils in which to eat lunches brought from home?
18. Is there a shelf for lunch pails?
19. Is there provision for warm lunch?
20. Is there a place to hang wraps?
21. Is there a book case?

### *Suggestions:*

1. The lecturer should have a copy of the state board of health bulletins.
2. It might be well to invite the county superintendent and the

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teacher of the district in which the meeting is held to take part in the discussion.

3. The school houses in the district represented in the grange should be inspected prior to the date of the discussion of these topics.
4. As a result of this discussion some one should be appointed to confer with the school boards to the end that needed improvements may be made.

### *Clean Ventilation*

After a visit to an open air class for 25 children in a school of 2,000 children, coming in to the ordinary classroom with 40 boys in it was like going from the ice box porch into a kitchen heavy with stale odors. Is it not wrong to encourage the open air class for 25 without trying to correct poisoned surroundings for the 1,975? Superintendent Ella Flagg Young, by ordering every school room in Chicago opened to fresh air three times daily, has done more to make people think straight on the question of fresh air than all the open air rooms in the country can do. The test of pure air and successful ventilation is in what your own nose tells you when you come in from outdoors. If you visit a school and find foul air in cold weather when it "interferes with the ventilating system" to have windows open, something is wrong. If it is the system, consult an engineer; if it is the principal who will not let windows be opened, consult the superintendent, the press, the mothers' clubs; if it is the individual teacher, consult the principal. Occasionally you hear it said that parents are not to blame for the air in school rooms. Parents are to blame, everybody is to blame, who has a nose and lungs that tell her the truth.

Engineers are beginning to agree that there is something wrong with "systems." It is unfortunate that such expensive ones have been elaborately incorporated in many new schools. Recently there was a meeting of the Society of American Engineers for the sole purpose of discussing

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the problems of public school ventilation. In New York the Society of Heating and Ventilating Engineers is cooperating with the board of education in making a study of ventilation.

Women's clubs would do well to consult the *General Federation Bulletin* for November, 1911, for a brief suggestive outline of next things to be done for fresh air. Some of the suggestions may be helpful here:

- Have the health committee secure a practical manual on ventilation, like Dr. J. S. Billings's *Ventilating and Heating*;

- Enforce building laws or secure adequate ones;

- Have lectures and demonstrations by experts or by agents of ventilation apparatus;

- Consult boards of health, medical societies, or the National Association for Study of Tuberculosis;

- Secure and study local or state regulations, and see whether they are enforced; if not, why not, and who is responsible;

- Ask city and state boards of health for leaflets;

- Hold meetings and help editors report strikingly;

- Form fresh air leagues among children;

- Hold a conference with local architects;

- Secure the cooperation of a commercial club, or other groups of business men.

Shaw's *School Hygiene* gives expert advice about the best ventilating systems and their dangers. Fresh air, like all other good things, must be watched. Spasmodic visits between recesses will test the maximum staleness of air. Even when the superintendent fixes the number of times windows shall be open, there should be watching from the outside to see for sure that some unlovely or anemic teacher is not taking away from her children the blessing of clean air and all that it means to mind and body.

### *The Bubbling Fountain*

A torrent of abuse is being heaped on the common drinking cup. People who cannot quite grasp the advisability of inspection which will keep out of school the children who

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have infectious diseases or are exposed to contagion at home can understand the danger in the cup which passes, germ-laden, from mouth to mouth.

The bubbling fountain is usually one of the first demands after a survey of sanitary conditions. It may come as a result of a campaign for this one purpose. Physicians condemn the cup scientifically and leave the education of public opinion to women's clubs. Once the proposition is brought squarely before the public, there is little difficulty in getting everybody to agree that the common cup ought to go. In San Rafael the entire town set aside a day for the funeral—burning, smashing, breaking—of every drinking cup used in public places.

There are now a few state laws doing away on paper, at least, with the common cup; but when unsupplemented by provision for drinking fountains, laws are likely to go unnoticed. Years afterward you will find the same old cups, the same old faucets that little boys can conveniently put their mouths around. To secure individual paper cups or bubbling fountains eventually requires public money and an added appropriation in the budget. But to connect the cup with the taxpayers' pockets you have only to show how many children are excluded from school, fall behind, or miss school work as a result of communicable disease, which means not only measles and chicken-pox, but colds, sore throats, and grippe—practically every ill excepting broken bones and over-eating.

Even when sanitary fountains are installed, their location and construction often make them far from beneficial. A school survey in Syracuse, for example, discovered a fountain in an illy ventilated toilet room above a sink which caught the drippings of a waste pipe from the floor above. What kinds of fountain are installed, and where, must be watched.

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And when you stop to think, you will see what a very small portion of the health problem is remedied by doing away with the common cup. Your child may use her own tumbler to get a drink, come back and sit next to a child with tonsilitis. A great deal too much attention has been centered on the cup without putting it in its position of relative importance. The same amount of energy which will get physicians interested, write articles for the press, hold mothers' meetings, talk to school people, secure and enforce a city ordinance or state law about the drinking cup will create the same sentiment and get the same result for school nursing and medical inspection which bring comprehensive sanitary changes. For no school physician is willing to allow children to be unnecessarily exposed to contagion. The drinking cup is disappearing in any number of places as a result of medical inspection, while, on the other hand, people who have struggled most energetically for the pure bubbling fountain alone are finding, alas, that it is a school "stunt" to get your mouth right down on top.

The laws of hygiene and health which apply to a drinking cup apply also to a roller towel, to sanitaries, to desks, erasers, and slates. We cannot logically crusade against one without crusading against the others.

### *Good Light vs. Poor Eyes*

Did you ever know anybody who did not feel a thrill of sympathetic pity for a blind person, especially a blind child? Spasmodically we have epidemics of agitation about the eyesight of school children. Some one will say, and truthfully, that the eyes need as much attention as the teeth, or that we must provide free eye glasses for the poor. Yet all the time children, millions of them, go on studying in

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rooms so dark or so poorly lighted that even strong eyes are tried severely.

Though your own eyes are good guides for judging the light in school rooms, there are accepted scientific standards about light—the amount, direction, and intensity desirable. One square foot of window space should be allowed for five of floor space in a room not more than 25 feet wide. This is easily measured either in the building plan or by personal visits to the schools. The majority of the light should come from one side. Consult the school architect, and, perhaps by consultation with other architects, outline detailed changes for each building, so, when possible, windows may be cut to bring enough light and from the proper direction. The school architect will be glad to let you see the plans for new buildings. If sufficient light and the right sort of light requires more money, get the press interested, talk to a group of business men and tell the board of education you will support their request at budget time. Unless adequate means for getting good light are secured through official channels, women's clubs might just as well go elsewhere with their interests, for no amount of talking will accomplish anything unless it leads to a budget change.

Adequate inspection for eye diseases, testing children when they enter school, giving those with weak sight places in the front of the room, will supplement proper lighting of classrooms. When a child's eyes are very bad a teacher can generally find an oculist who will gladly examine him. I once saw a little girl in a 1 B grade peering through great spectacles at the blackboard. When I asked about her, the teacher said that the child, after six months in school, was discovered to be totally blind in one eye and losing her sight in the other. She was then put under a physician's care. But think of those weeks of not understanding, of shame for poor work, of dulled appreciation—and how un-

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necessary! The epitome of everything known about lighting in schools—the best shape for windows, the direction and amount of light needed—is condensed in Shaw's *School Hygiene*.

### *School Lunches*

There is first of all the school lunch which is a business proposition, run on a lunch counter basis at moderate prices. This is of especial value in high schools where many children come from a distance and would otherwise eat cold food brought from home. A teacher has said that unhealthful lunches are perhaps the greatest cause of poor health and poor work among high school children. But as even children of 16 and 18 years have not sense enough to eat wholesome things if pies and cake and sweet stuff are provided, it is often advisable not to have a school lunch counter in charge of a money making concern.

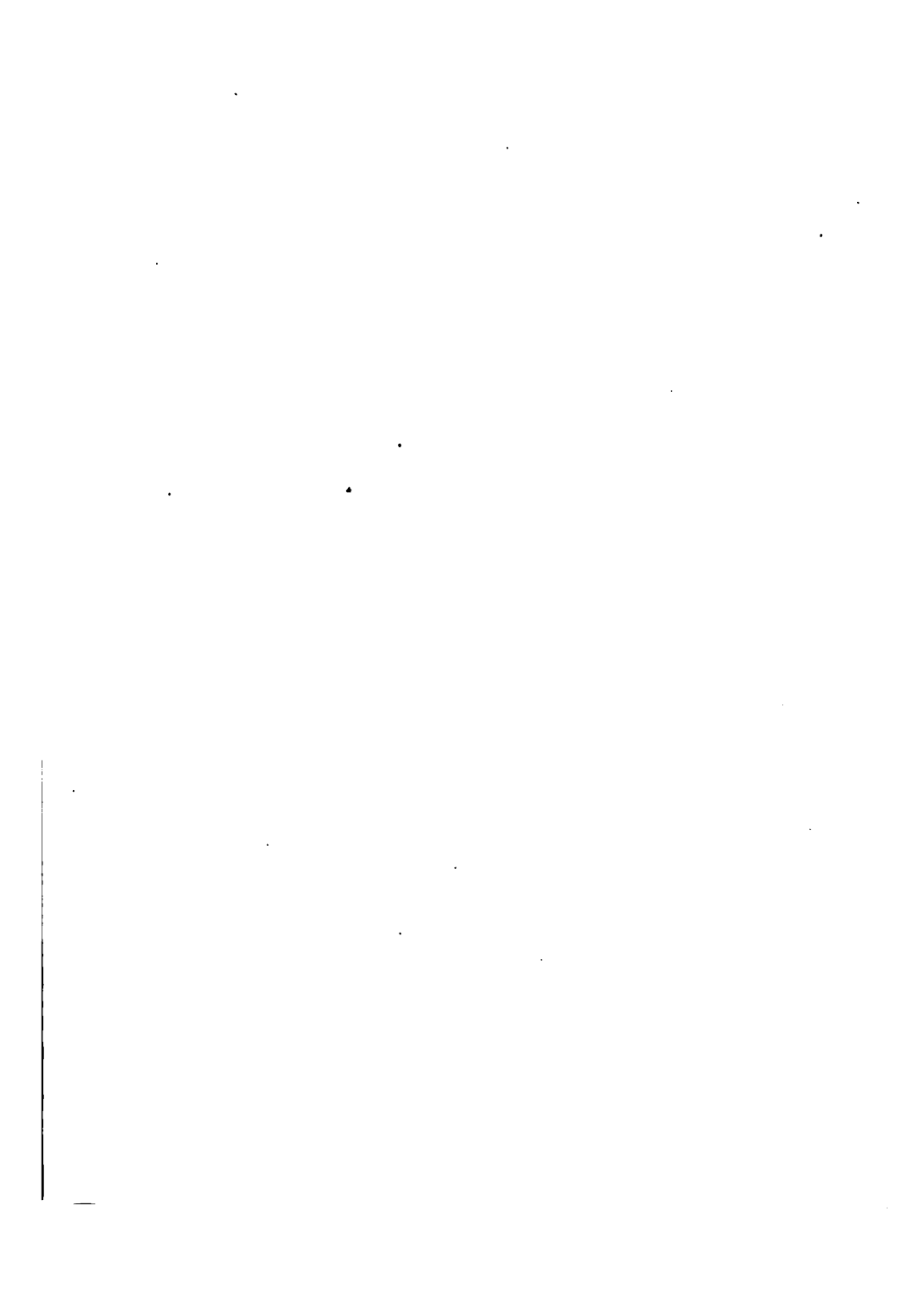
In Newburyport, for example, the Woman's Club runs a high school lunch for 400 pupils. The city gives the room, and the club furnishes the salary of a woman to do the cooking and waiting. The lunch room has always paid for supplies and enough over to add any desired improvements. Sometimes, after experimentation by a woman's club, lunches have been carried on by the board of education, as in Louisville, where members of the Alumnae Club of the girls' high school demonstrated for four months the value of a school lunch. It was then taken over by the school commissioners, and now a fine lunch room is being built with one member of the club in charge. Mothers' clubs have provided lunch rooms in some schools, and in others parent-teacher associations. In Boston the school committee put in the equipment for lunch rooms in high schools, while the New England Diet Kitchen prepared lunches at cost. This work has been carried on since 1907 by the Woman's Edu-



ONE OF SEVEN EXPERIMENTS: NEW YORK SCHOOL LUNCH COMMITTEE



TABLE D'HÔTE: HOME AND SCHOOL LEAGUE: PHILADELPHIA  
SHOULD OUTSIDERS PROVE THE VALUE OF SCHOOL FEEDING?



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cational and Industrial Union. In Newark the High School Alumnæ Association maintained a lunch room in the high school building, the prices charged just covering expenses. Some schools have lunches provided at cost by the girls in the domestic science department. One of the most unique arrangements exists in Chelsea. The civic committee of the Women's Club manages a high school lunch counter, where every day a committee of women attends personally to the students. It is so arranged that each member of the committee serves only once in two weeks. The superintendent writes, "By this personal service the members of the club come in actual contact with the high school pupils in a very helpful way."

Not as a business proposition, but primarily to enable those children who would otherwise buy a penny's worth of candy from a push cart to get something hot and nourishing at noon time, lunches in elementary schools are springing up all over the country. Some are fostered by women's clubs or promoted by committees which exist solely for that purpose. Though the two or three cents which children pay for lunches practically cover the cost of food, voluntary contributions are necessary to cover the expenses of administration and supervision. In New York the School Lunch Committee runs seven lunches with menus which vary according to the nationality of the majority of children. Where I had lunch in a "slum" school we were given (for three cents) a big tin of tomato soup with vegetables and two large pieces of bread. We could also buy for a penny a jelly sandwich or a baked apple, a cookie or plate of salad. The food was served by children chosen by the teachers to work for their lunches. They ladle out soup, put bread on the plates, wash the dishes, and clean up the room. The administrative expenses are met by the committee.

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In 1910, when the lunches were started, an investigation was made by the department of health's medical inspector of 959 children in one school and 1,000 children in another school. Of these, 283 were described as suffering from malnutrition. They were then divided, one group receiving lunches and the other going home for lunch for three months. They were watched as to weight and school work. A visitor was assigned to record home conditions, to note whether the mothers were at home all day, whether a good noon meal was supplied at home, and whether the children brought lunches to school. At the end of this study it was shown that the children who were given school lunches gained on an average more than the children who went home. No one doubts that nourishing food is good for children, and that those who otherwise would not have hot lunches are likely to gain in weight if they have hot lunches. The School Lunch Committee has, however, not yet proved that giving hot lunches to children makes a measurable difference in their school work, that the children who need hot lunches are getting them, and that all the children who are now coming to the lunches need to have an extra school activity run for their benefit. Until these points are brought out the board of education cannot logically ask for a budget allowance to take over the work.

In making its demonstration, the School Lunch Committee of the Philadelphia Home and School League, with the cooperation of the Psychological Clinic, took physical measurements and mental tests of two groups of children, one taking dinners and another not taking dinners, and proved through lesson averages and conduct averages that there is an educational value in giving children enough to eat. To get publicity before a budget campaign the Philadelphia Committee is urging other organizations to supply money for equipping and running one school apiece. For

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**\$250** a woman's club can give hot lunches to the children of one school during the year. A woman, in memory of her son, has endowed a settlement with enough to pay for hot lunches at one cent each for all the neighborhood children. It is a beautiful and practical memorial, and might also be made through a school where the dreaded paternalistic and pauperizing effect is minimized.

The criticism is often and justly made that school lunches are superficial, are taking the children away from the home, and relieving the parents of their duties. One square meal a day of nourishing food is better than none; but after all, what is the use of giving a child good food at five lunches if he is going to live on tea and coffee for breakfast and supper and lunch the rest of the week? To meet this argument the committee in Philadelphia is cooperating with practical housekeeping centers to give lessons in the homes of the same children who are being fed at school. A visitor points out to mothers the advantages of good food for the children, and shows how to prepare food and market economically. Destitute cases are reported to organized charities.

Much that we have learned from experimenting in a dozen cities was discovered years ago by the London County Council. The Children's Care Committees proved that the only efficacious way to remedy so-called malnutrition was to find out whether children were suffering from unsuitable feeding, want of sleep, or overwork out of school hours. "They require, as a rule, much more done for them than merely feeding them on school days, and whatever is done must be placed, as all sensible people see, on a more scientific basis than wholesale free feeding can ever supply if they are to be helped efficiently and not allowed to remain forever on a feeding list."

When, after a visit to the home, the Committee found

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that a child really needed food at school, the number of dinners each child should receive was scheduled, and at each meeting of the Committee it was again decided whether feeding should be continued. Where milk, rather than dinners, was needed, this was also provided. The London schools have given up the wholesale feeding of children as unscientific and futile. Why should not we in America profit by this experience?

For data about the physical and mental effect of school feeding on children, write to the Committee on Tuberculosis, 105 East Twenty-second Street, New York; or The Home and School League, Philadelphia.

### *Housekeeping by Continuation Schools*

Many new ideas about domestic science which deserve the enthusiastic support of women are being tried by superintendents. Within the same week three excellent suggestions came to my notice. The first was a story in the *Journal of Education* called "The Home School in Providence." It told of the school board's experiment in teaching housekeeping by applied work after school hours. A flat was rented and turned over to the girls in the Technical High School to renovate and furnish. Study of designs, experience in buying, floor painting, and making curtains were included in the preliminaries to good housekeeping. Afternoon classes for girls in the grammar schools were then started, and evening classes for factory girls in sewing, cooking, and general housework.

The girls are shown how to air a bed, how to keep it clean, how to tuck in sheets, and how to make a bed for an invalid. They clean, sweep, and dust in the easiest and most practical way. They learn how floors, curtains, mops, and brushes should be taken care of. Another lesson is in setting the table and serving a meal, either as a hostess or as a wait-

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ress. Another group washes all the linen that is used for a week, from five to seven dozen pieces; and another does the ironing.

A library, social Friday evenings, and direct instruction for mothers in the care of babies are part of the extended use of this continuation school, which was so immediately successful that a similar home making tenement school was started for factory girls by the Boston school board.

The second suggestion came from Trenton, where the superintendent says that one of the chief needs of schools in crowded districts is a day nursery in charge of school nurses. "Over two hundred of our pupils have had to lose a great deal of their schooling this year because they were kept at home to take care of younger children while their mothers went out to work. In many cases the mother, a widow, was the only wage earner in the family. These buildings might be used also in connection with our domestic science department for lessons and demonstrations in the care of children and in housekeeping."

From a third city, Marlborough, came the annual report telling about the superintendent's plan for practical courses in cooking, sewing, basketry, gardening, painting, and music, as high school electives to be supplemented by work at home under the guidance of mothers. To stimulate this valuable home work he urges the adoption of an individual home rank card. "This card should be kept by those parents who wish to have their children participate in such work. For instance, several mothers might agree to study with their daughters some definite phase of home management. I am sure that one of the women's clubs would arrange a course of lectures for such a group. At the end of the season the girls could present their records of progress and accomplishments which should receive some recognition in the total rank for the year. A certain number of points should

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be given for excellence in any systematic and continuous home work supervised and ranked by the parent cooperating with the teacher."

Would not one or more of these schemes be practical in your city?

### *School Gardens and Nature Study*

One of the nice things to do for schools is to put growing things about for children to watch. In our big cities the absence of nature and live things around schools is too often taken for granted; in smaller places the artistic and pedagogic value of gardens has been neglected. But now comes a group of specialists who have discovered that the garden is a source of manifold benefits to children, mentally, morally, and physically. There are whole associations simply to foster in children the love of grubbing in the earth and of raising things. Usually, however, garden work has developed as a part of another club's activity. For example, the Women's Civic League in Kalamazoo has a special committee to cooperate with teachers in promoting school and home gardening by selling each year over 15,000 packets of seeds. To stimulate children's patience while things grow, prizes of money and bulbs are offered for the best products raised either in the gardens at home or in those connected with the school. The Woman's Club in Dubuque has for the past ten years been distributing packets of seeds, providing window boxes, giving flower and vegetable shows in the schools, and offering cash prizes for the best exhibits brought by children. Like so many other school activities, when proved of value, school gardens have often developed under the board of education, as in Newark, where the first school garden was run for a year by the Woman's Club, then taken over.

The prime necessity for garden work is, of course, land.

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Any one may give or loan land. Vacant lots are more pleasant to look at and more salable with a crop of healthy vegetables and healthy children working over them. Real estate companies have seen the business advantage of having lots used for this purpose. The initial expense of preparing the ground is quite small, because the children are willing laborers. Seeds are secured from plant guilds, or are sometimes given by merchants. Sometimes a state or local grange will supply enough to fill each child's garden. Once started, the garden needs only occasional supervision by a teacher and the loving care of the children for "my things."

School gardens are especially desirable as a laboratory method of teaching agriculture. With increasing emphasis by everybody on "back to the farm," the appeal of scientific and intensive farming should be made to the boys when young. The United States department of agriculture sees the advantages of these early beginnings, and is offering to help smaller communities with their agricultural work in schools. An interesting account in a recent issue of the *Survey* tells of the intensive farming done by school children in Oregon. County contests in raising anything, from pigs to pop-corn, have stimulated young farmers throughout the state. This campaign grew out of a pop-corn collection taken six years ago in a school located in the heart of a rich farming country. The young county school superintendent, who is now the state superintendent, was thus led to try the experiment which has resulted in 5,000 children growing their own corn, melons, and vegetables. "Few boys in Yamhill County to-day have to send to stores to buy pop-corn, or are tempted to enter their neighbor's melon patches at night," says Calvin C. Thomason, field manager for the industrial contests, "for almost all of them grow their own, and have much left for market after supplying their own homes."

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The value of outdoor work in gardens for delicate children or those inclined to have tuberculosis is patent. Many a little cripple is enjoying to the full the moderate exercise and opportunity to do things in the sunshine. Through the delicate children school gardens are connected with physicians.

Any one who is interested can locate on a map all schools and the gardens they should have; can show on a map where vacant lots would be of service as gardens; can convince real estate dealers that giving lots for gardens is a practical move; interest business men in this work; get ministers to set aside a Sunday as School Garden Sunday, just before budget time; ask the local grange or state bureau of agriculture to furnish seeds; emphasize constantly that the city must ultimately do the work, and that everybody must help on the budget fight; get a taxpayers' association to recommend the necessary appropriation, or ask the park commissioner if there is not some extra space for children to grow flowers in.

In spite of the crowded conditions about most of the schools in the city of New York, half of those already built, so says the School Garden Association, have some grounds, even if only a little plot in a playground, on which school gardens might be installed. Consequently strenuous effort is being made each year to get a budget appropriation which will enable the board of education to do this work as it should be done, and to establish a department of nature study and school gardens.

Parents in some cities have shown interest in school grounds by giving trees and shrubbery, fountains, walks, and pavilions. Arbor Day is the logical time to interest, by some appropriate ceremony, both parents and children in the school grounds. Arbor Day in the Pittsburg schools started with the Civic Club, which took the initiative by

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giving talks to the children. To encourage this celebration the Woman's Club in Dubuque presents vines, shrubs, and trees to the schools. The planting becomes a ceremony and makes the children feel partial responsibility for the welfare of these growing things and for the beauty of their school surroundings. Newspapers in a third city employed a landscape gardener to plan the beautification of school grounds by using the native flora. The children themselves, hundreds of them, are voluntarily furnishing plants to carry on this scheme.

In big cities scores of "slum" children and many moderately well-off children never see parks from one year's end to another, and their only knowledge of growing things often comes through the outside agencies which collect and distribute from rich people's conservatories or dinner tables the extra flowers that are full of wonderful beauty for these children. The National Plant, Flower, and Fruit Guild, with headquarters at 70 Fifth Avenue, New York, is trying to furnish nature material to the schools that most need it—plants, bulbs, and seeds for kindergartens and primary grades. Once or twice a year the Guild combines with other committees interested in nature work for a mammoth show in a public school. Parents and children from other schools come to see the flowers, and thousands of eyes are brightened by this little glimpse of lilies and roses. Could plant and flower giving in your city be systematized so that no school room would be without some growing thing? Cut flowers from greenhouses, extra flowers from private hothouses, soil, window boxes, pretty jars to grow plants in—there are endless things to give; and for the out-of-doors gardens, land, implements, and seeds.

Public gardens and parks are storehouses of delight for the children. Since 1905 the New York Botanical Gardens have been giving to groups of school children lectures which

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are correlated with nature study in the school. Owing to the great distance of the gardens from most of the schools only a limited number of children can take advantage of the talks about seaweeds, mushrooms, hemlock forests, and fern groves, or of walks in small groups along the pretty paths. It has been seriously argued that some arrangement should be made with the traction companies whereby children may be given a free ride to the gardens during non-rush hours as part of their school work. In smaller cities all schools may profit by park greenhouses and gardens. Very soon the progressiveness of an institution of this kind will be measured by the extent of its school cooperation and the value put on its work with children.

Are there enough school gardens for all in your city? Is some child without a growing flower in his school room?

### *Fresh Air Summer Work*

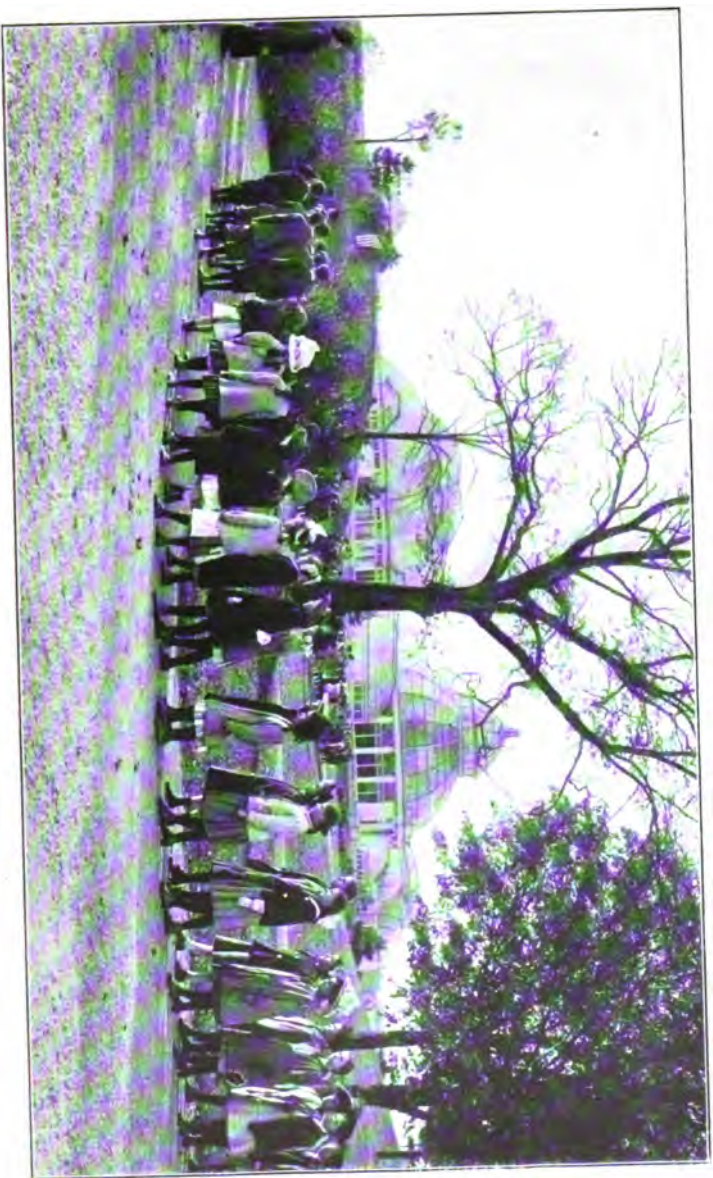
Have you any idea how many children of school age do not leave town for the whole summer?

For how many children are playground and recreational facilities provided by the city or outsiders?

What do the rest of the children do in the city during the three months' vacation?

Those of us who leave town with our children as soon as school is finished and find mountain or shore resorts just as crowded each year, do not realize what a small percentage we are. It has been estimated (p. 278) that the families which cannot afford to send their children to high school cannot afford to leave town, and that the number of vacationers will nowhere exceed the high school register—about 6% in New York.

Through successful vacation schools and supervised playgrounds we have learned that normally healthy children can



"LIVE NATURE" STUDY: BOTANICAL GARDENS: NEW YORK



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be happy and well in the city during hot weather. I was astonished when first told that it was no kindness to take the average city child away for the whole summer, but I believe it now, after watching the thrilling and adventure-satisfying life in park and street. Hand organs with groups of little girls dancing beside them, games, fights, moving picture shows, recreation piers, ice cream carts—what more does a child want?

The problem for fresh air workers is rather to give short vacations to many, according to the urgency of their need, than to keep a few in the country for three months. And the many can be reached easily through the schools. Every spring teachers in the crowded sections of New York are asked by numerous agencies, like the Association for Improving the Condition of the Poor or the Tribune Fresh Air Fund, to make out lists of children who would profit by a vacation. Visitors are sent to the homes to make sure that the children's families cannot afford to give them the outing. Then during the hot days the children, thousands of them, are taken to the sea shore or country for a week, or perhaps only a day, of digging in the sand and chasing waves. But the settlement camps, and even the great houses at Sea Breeze and Chappaqua, where a thousand people a day can be comfortably stowed away for a noon dinner, only accommodate three per cent of the mothers and children who would be equally benefited by an occasional outing.

What is now most necessary to make all children comfortable in summer is the fundamental work of securing enough park and play space, having streets kept extra clean for the children, collecting garbage frequently to keep the air pure, teaching mothers how to prepare cooling food, opening enough public baths, and compelling space for light and air in tenements. Otherwise, children come from their joyful

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outings in the country only to lose vitality and strength in dirty streets and stuffy homes.

The time is surely coming when school-all-the-year-round will solve many of our summer problems, when teaching and play will be so attractive that trips to the sea shore will not be necessary life-saving for the city's children. For results of experiments, write to the city superintendents of Cleveland, and Newark, New Jersey.

What happens to the teachers in our big cities during the summer.

How many of them get the change and recreation and fresh air they need?

Do their salaries permit vacations at the sea shore or in the country?

### *Teachers' Visits or Visiting Teachers*

This much-mooted controversy, to settle which thousands of dollars a year are being spent annually by outside agencies and schools, offers women a particularly good opportunity for efficient cooperation. Shall the city pay for one, two, or ten visiting teachers when it has employees supposed to be doing that work? What does the visiting teacher do that cannot be done by the combined force of efficient nurse, attendance officer, relief visitor, hospital physician, and grade teacher?

Money voting powers are saying to the outside agencies who are exploiting the visiting teachers, "You can show us." The Public Education Association in New York has been administering for several years a fund which now supports seven home and school visitors. For two years they backed the board of education's request for a budget appropriation to have visiting teachers in the school system; but in 1911 they withdrew this request, hoping that the findings of the school inquiry would show where efficiency

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within the system would obviate the need for the visiting teacher.

The desirability of considering each child as an individual with peculiar needs that somebody should pay attention to is unquestioned, and good people have grasped at the visiting teacher as the easiest way of bringing it to pass. Settlements, parents' associations, women's clubs, have all welcomed the visiting teacher, but they have not yet settled the controversy.

Let us assume, for the sake of argument, that the average teacher has 35 children in her class, and that one-third of them are in such a condition, physically, mentally, or morally that patently they need somebody's attention. Let us say that one-fourth of those 12 need physical care by the school nurse, one-fourth need the care of a truant officer, and one-half need extra care in their lessons and sympathetic home visiting. Thus each grade teacher will have six children on her visiting list. They do not require daily or weekly calls at their homes during six months, for after the first few visits matters may have completely adjusted themselves, though perhaps new children needing special attention will take the place of cases already straightened out.

The indirect argument behind the visiting teacher is this: We have school nurses, but not enough, nor do they do the work they are supposed to do; we have attendance officers, but either recognizedly inefficient ones who do not catch the truants or unskilled ones who cannot read the complicated conditions back of truancy and juvenile delinquency; we have grade teachers who have six months of intimate contact with their children, but who are too burdened with teaching from nine to three, with clerical reporting and outside matters, to visit the homes of the children. Instead of getting enough school nurses, instead of

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making attendance officers efficient, instead of releasing teachers from clerical work to do home visiting, let us pay for an extra person, a visiting teacher, to act as go-between for home and school, to put the child in touch with agencies which will meet his particular needs.

When the item of \$25,000 for visiting teachers was cut out of the New York budget, the city superintendent gave a general order that high school teachers should do the visiting themselves. It met with a howl. Some argued that home visiting would expose teachers to health dangers, others that it would consume all their leisure time. But for the most part, when teachers tried it, they realized the potential benefits to themselves and their work from this individual knowledge of difficult children's home situations. And it did not mean visiting all 35 children every day, which is the usual picture people get when you suggest that teachers visit in the homes.

I spent one afternoon with a visiting teacher in the slums of New York. She found out the real age of one child who had applied for working papers; sent another to a preventorium for tuberculosis; advised a mother to take her child to a clinic, etc. Not one thing did she do which was not the logical duty of one of the six large relief agencies or of the city's health department. To each of the squalid tenements she had been sent at a school teacher's suggestion. Is it not a fair measure of a teacher's estimate of charitable agencies that not one of these families needing relief was referred directly to a relief agency? If the visiting teacher were labeled "I am here because you are inefficient," she might serve as the great moral and practical lesson to schools and outside agencies, which she is—underneath. Teachers, nurses, and outsiders cordially extend to her the difficult problems in their own fields. Naturally, they indorse the visiting teacher; naturally, she has even more than she can

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do. She is a living appeal for problems to settle; and because problems are plentiful, she is apparently the only solution. Meanwhile, city councils are saying, "Prove it."

It is in this situation that women outside schools can help. They are in touch with relief agencies, and can measure efficiency there. They are interested in hospitals, probation associations, settlements; they work with groups of parents, and they know the school nurses and grade teachers. They have within their grasp the tests for efficiency of each, and can prove or disprove the need for the visiting teacher, not by putting one in the school and showing how much she has to do, but by studying carefully what each school employee and outside agency fails to do for the very children who are supposed to need a visiting teacher.

### *The Social Efficiency of Teachers*

In the early days of western towns teachers were the most important people socially. The positions to-day of a public school teacher in Philadelphia and in a small middle west city are radically different. With the growth, or rather rediscovery, of parent interest in schools has come the rediscovery in large cities that the teacher is human and must be socially recognized. Women's clubs, churches, mothers' clubs, with their strong school interests, have realized that the teacher is the educational authority, the potent factor in child training.

Socially there are many ways in which public school teachers can be brought more closely in touch with outside men and women. Does your church hold a reception for teachers? Does your club put aside a teachers' day? Do the "culture clubs," literary, musical, dramatic, welcome teachers for membership? Have you considered that the difficulties experienced by your parent-teacher associations

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may come because you are not interested in teachers as social beings? Of course, it is narrowing that teachers express themselves socially in associations that are almost unions. But the bond of sympathy is just as natural as that which welds together members of any trade. There are hundreds of teachers working in localities where no one else is their equal in mental training. One of the most beautiful things done by Miss Julia Richman, who, as district superintendent, did so much in one of the poorest districts of New York, was the maintaining of a "teachers' house," a home on the same principle as a settlement, but for public school teachers instead of social workers.

Until the relative value of public school teacher, settlement worker, charity visitor, and society girl is clearly felt the fundamental barriers between home and school will remain largely social.

## VIII

### HOW WOMEN ORGANIZE TO HELP SCHOOLS

#### *The General Federation of Women's Clubs*

ITS educational committee holds relatively the same position to local clubs that the United States bureau of education holds to local superintendents in collecting information and data for reports, stimulating local work along definite lines, and sending out frequent suggestions. In these three ways its opportunity is limitless; but just because the field is so immense and lapses in club mechanism do occur, proportionately little has been accomplished. The United States commissioner of education has undoubtedly an advantage over the General Federation's chairman of education, because he knows just who each superintendent is, what his record shows in annual reports, and that he is likely to stay in office for some time. Commissioner Claxton can put his official finger on Walla Walla, Peoria, or Philadelphia with equal ease, and be sure that they are all going to be interested in suggestions about improved methods of reporting, new ways of teaching geography, or better adjustable desks. The Federation chairman serving for only one or two years does not know every local club chairman of education, nor can she, without second sight, learn of each one's particular field or personal hobby in time to give and get suggestions before a new chairman comes in with a change of policy.

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The General Federation has three means for distributing information and suggestions to its 800,000 women—through the biennial meeting and report, through state and local chairmen of education, and through general publicity, newspapers, club bulletins, and special articles. The biennial report goes to practically every city with its message of what has been done, but generally without suggestion as to what might be accomplished before the next meeting. It is purchased often by a club; but when there is no club house, it is not available for easy reference by members who are not officers.

The educational platform adopted at the St. Paul biennial, "That all children in the United States shall have equal educational opportunity," is divided into planks of more or less definite things to be worked for—strong and well-enforced child labor and compulsory education laws in every state; sufficient well equipped and cared-for school houses in every community; properly trained and paid teaching force; expert paid supervision of all school work; training for the hand and moral instruction in all public schools. For the two years which ended in 1910 the last item was emphasized, and in 439 towns club women reported having assisted directly in introducing industrial activities, besides having made studies and reports on the same subject.

In the last biennial report one-third of the precious four pages of the educational committee's report for 1910 is given to the discussion of the "Rhodes scholar," one individual of the 20,000,000 children that the committee wants to help. The brief summary of work done by clubs and the tables showing where it was for medical inspection, for decorations, or for libraries, make one proud of the Federation, proud of the scope and possibilities of clubs' helpfulness for schools. But we are not told definitely



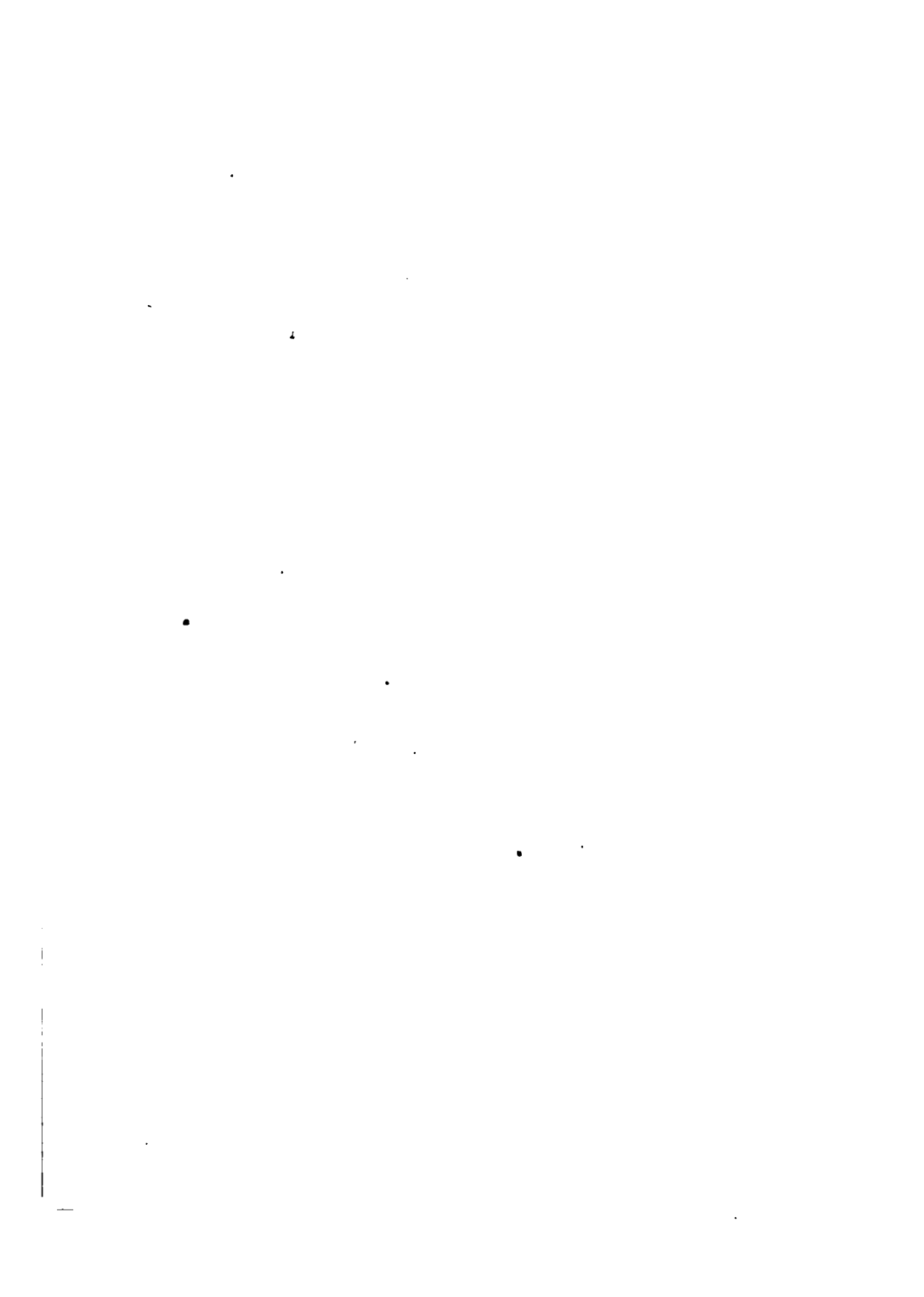
USING SCHOOL GROUNDS: WALTHAM



IN THE MIDDLE OF NEW ORLEANS



STORY HOUR FOR PROBATIONERS: ATLANTA  
WOMEN ARE PROMOTING PLAY



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what remains to be done, or how to do it. Next steps and a next two years' program are not suggested, for all this depends on the new national chairman with a new program, a new slogan, a new policy. Should the biennial recapitulate, or plan ahead? Should a definite goal be set for two years hence and reports be made in the light of what remains to be done? Why not supplement rivalry in reporting the amount and character of work done with rivalry in reporting constructive, practical suggestions for future work?

Because state chairmen change every two years and, therefore, the headquarters of committees move from city to city, a central bureau enables the General Federation to collect from clubs, individuals, magazines, and newspapers all the available information that will be of help to individual clubs or workers. As far as funds permit, outlines for meetings, programs, and bibliographies are suggested to club leaders. The chief work of the bureau has been the club directory, in making which the managers say they are much hindered and delayed by women's lack of promptness, accuracy, and common sense in answering blanks.

Mrs. Mary I. Wood, head of the bureau, realizes fully the opportunities that lie before such a central clearing house for club information. The bureau has to-day as large a scope and more immediate opportunity to benefit schools than has the Russell Sage Foundation. It can be the directing force in passing on the best ideas of school progress through the mechanism of club organization to every city and county in the United States. Yet, it has practically no money for an office staff, for postage, or for the printing or distributing of uniform schedules necessary in measuring club work. Without any money a great deal is being accomplished, and the bureau deserves the hearty support of all club women. If local clubs will go half way in supplying information quickly, systematically, and

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definitely, the bureau can be even more helpful, until it receives the endowment which it will use so advantageously.

The official organ of twelve state federations of women's clubs, the *General Federation Bulletin*, aims to make available to 800,000 federated women notes from state work, reports of national committees and departments, and ideas of general interest. From time to time the educational department tells of its programs, and gives suggestions through the *Bulletin*. Thus chairmen have a chance to make known to everybody interested the sources for information, at least. One chairman was asked by a recently appointed local chairman, "Will you please plan out the work for me and tell me where I can get full information as to what other clubs have done?" To this the department chairman answered, "Have you not been reading your *Bulletin*?" and referred to a series of articles running for over a year on this subject.

The *Bulletin* as an official organ has great opportunities for educational leadership. It is already interesting reading even for the non-club woman. It makes one realize that a great deal of excellent work is being done by women. It is sincere and straightforward. But until local clubs realize the mutual benefit which comes from keeping the central department chairman informed about their work in order that they in turn may draw on the experience of others, the *Bulletin* cannot be as useful as it might be, however interesting and worth while. There is a way of reporting plain, ordinary club news so that it stimulates and describes next steps which may be taken by any club.

### *The National Congress of Mothers*

Nation-wide in cities and towns mothers are organizing for the study of child welfare and for intelligent cooperation

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between home, school, and city. The program adopted at the second international congress shows what the organization aims to secure for schools: the training of children in the privileges of citizenship; legislation to abolish the common cup; best preparation for non-college education; normal, domestic, and moral training in curriculum; careful selection of janitors; definite methods for cleaning and ventilation; medical inspection; special classes for backward children; and probation for wayward children under sixteen through boards of education. These are definite tasks that mothers can take up at once. These are things that every mother wants, that every city should welcome.

The official organ of the Congress is the monthly *Child Welfare Magazine*, whose primary purpose is to "carry a message of special value to all who see the possibilities of a little child, and who would give to each one the opportunity to develop his highest nature." Here are printed papers, for example, about clean school houses, about school housekeeping and its relation to the health of the normal child. In each month's issue state news is given by the press chairman, with a list of loan papers available from headquarters. There is enthusiasm, earnestness of purpose, idealism, and much sentiment of a good kind in the little magazine.

Going to individual homes, to mothers longing for instruction and suggestions, it undoubtedly brings encouragement and advice, stimulates and uplifts. But for the organized circle in a city it falls short of doing all this. It is not enough "ahead of the game." It leaves suggestions to be culled only by those who already know how to find them in papers and reports. It does not lead or tell how "I can do it," or how "my club can get clean school houses." Items like this are interesting, "The parent-teacher association has made visible growth this year both in interest and

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in numbers," but not half so helpful or satisfactory as, "We have now in contemplation two entertainments, proceeds of which will be used to provide our school building with a vacuum cleaner." The latter makes you think at once, "Does our school need a vacuum cleaner?" When one club reports the method it used to get something done, any other club can use this method. Half the popularity and value of the woman's magazines is due to the satisfactory way in which they tell me how to decorate my house, make over my clothes, and earn my pin-money. Club organs do not seem to have learned the secret of answering unasked questions before they formulate themselves, or of being just a little ahead, a guiding light, a leading hand. It is perfectly possible to use club statistics and reports for the purpose of showing what remains to be done and of suggesting methods which will bring the desired result.

Why should not monthly club magazines outline next steps along each line; show how far each club has or has not followed last month's outline about inspecting sanitary conditions, for instance, and give further suggestions from its experience? Why not classify state reports under topics, so that the best which was done last month in all states and all cities about getting clean school houses will be available in compact form?

With the growth in numbers and efficiency of local groups of mothers the National Congress has as large an opportunity for influencing schools as any organization can well handle. Because it reaches rich and poor, cultured and self-made alike, it needs informed leaders to hold it together, and constant stimulation from headquarters for local groups.

### *The Association of Collegiate Alumnae*

How much better off are communities for the presence of women with college training? Measured by her oppor-

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tunity, how does the college woman stand? An occasional piece of work like the Boston sanitary survey shows what can be done by college women. The trouble is, of course, that most of these women, when they are not teaching, are interested in many other problems, civic and philanthropic. But as long as there is an association with committees and conventions there is an opportunity for college women to band together for work, or at least to talk about school questions and add their resolutions to the demand of the board of education for budget increases.

Two interesting studies have been made by the New York branch, one of the recreational, playground, and summer school facilities offered to children by the city and all private agencies; the other of parent-teacher associations.

There are many questions that college women particularly ought to help answer, as individual workers, as committees of the Association of Collegiate Alumnae and the Southern Association of College Women, or through an educational association outside the school:

Is it true that college entrance requirements are forcing unsuitable curricula on high and elementary schools?

What happens to the majority of high school students who do not go to college?

Why do so many students leave high school without finishing the course?

Are they fitted for the trades or business they enter?

Is the normal school getting the right kind of material?

What tests should be given for teachers' efficiency?

Would a school survey help the city see its school needs?

How can college women be made to realize the opportunities for service as school commissioners or local school board members?

### *School Patrons of the National Education Association*

The Department of School Patrons aims to coordinate for school work all the women's clubs in each state by means

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of a joint committee, one member of the Association of Collegiate Alumnae, one member of the General Federation of Women's Clubs, one of the Council of Jewish Women, one of the National Congress of Mothers, one of the Southern Association of College Women, and one member at large. The reason for this grouping together of women is, of course, to avoid duplication and to concentrate attention on one or two salient points which need everybody's interest before they can be carried. Some states have not seen the advantages of coordination, and in other states it has taken two or three years for the joint committees to get in running order.

The Department of School Patrons aims to be "continuous in our attention to educational matters through permanent organizations and committees." It endeavors to avoid the dangers of "rotating" chairmen by making its officers as nearly permanent as possible, and by developing a program of cooperation which shall be steady and continuous because it is based on school needs, which do not change as often as do club officers.

The joint committee in each state is supposed to be the clearing house for women's educational work, always ready to give suggestions or help to both school people and outsiders. How nearly this ideal has been reached as yet it is hard to say. The president issues a yearly folder telling what has been done by each state, though it is, of course, difficult to locate credit with any one organization when many are working together. At the regular National Education Association meeting topics concerning the relation of schools and outsiders are discussed by the department. In 1912 the addresses were on "Citizen Cooperation" and "Civic and Social Center Development."

Just to get some idea of what a joint committee represents, consider the figures for the Michigan branch. There

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are 225 federated clubs, well distributed geographically, including in all 1,700 women, two branches of the Association of Collegiate Alumnae enrolling about 200 women, and one club of Jewish women located at Detroit, with a membership of 500. Through the member at large the Michigan State Grange, with all its local branches, is enlisted.

Some joint committees start state-wide work through little bulletins of suggestions. The Georgia committee, for example, sent this letter to women's clubs and distributed it throughout the state university:

The Georgia Joint Committee appointed to unify the educational work of the women of the state requests your cooperation

1. In securing the passage of bills by the Georgia legislature providing for:

Compulsory school attendance

The reorganization of the state board of education so as to provide for a partially professional board

The changing of the office of state school commissioner to that of state superintendent, with increased salary and an increased force of assistants

Some better method than any yet devised for prompt payment of teachers

The making of the county the dominant unit of school administration

The necessary appropriation to operate the State Normal School at Valdosta already legally established but not yet financed

2. In promulgating public opinion that will demand

Medical inspection and better sanitary conditions in schools

The introduction and extension of manual training and domestic science in schools

The opening of schools for mothers for the prevention of infant mortality

The creation of a national department of health

The establishment of playgrounds

The establishment of juvenile courts

The legislative section of this program was adopted after conference with the state school commissioner and the state supervisor of rural schools.

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It is noticeable that the most effective work has been done by joint committees in close cooperation with state and county school officials. The chairman in Oregon writes:

We hold conferences with superintendent of state and county to get at the vital needs in an intelligent way. The superintendent has been most helpful, and has printed questionnaires which we have circulated through our respective organizations and also through the state and local granges. We are attempting only feasible things, and thus we require little outlay, else at this early stage of our work we would meet with little cooperation. Our work this season (spring, 1911) has been in cooperation with the state officials and the grange to urge attendance at the annual school election. In the country we suggest a basket luncheon and social features. We find from letters that our suggestions—for they are only suggestions—are most cordially received, and that often the improvements have been gladly carried out.

Other suggestions made in Oregon relate to medical inspection, parent-teacher associations, school luncheons, and rural school conditions. The joint committee asks each local affiliated club to appoint a "school patron" who shall be responsible for giving school information to each community. And all the patrons received this letter:

Will you not take up for the good of the children the questions outlined in the inclosed circular as a personal matter? Urge all taxpayers, men and women, to vote on school matters, and urge every one, whether a taxpayer or not, to attend this annual school meeting in order to observe the sanitary conditions and to encourage the school directors in making improvements.

The inclosure mentioned is from the state superintendent, who writes, "May I not ask for your cooperation to the extent of giving a part of one day in the year to the consideration of public school questions." He tells of the plans for a picnic festival on this day and suggests a careful survey of school grounds and buildings. "Some of our school

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buildings are very unsanitary, and our schools will not be what they should be until we have the united support of all our school patrons."

The program for the day reads:

1. Inspection of grounds

Size, condition, freedom from stumps, rubbish, etc.

Water

If well, when was it cleaned? condition of pump, drainage of grounds

If no well, have you an inclosed jar or tank with faucet?

Outhouses

Are they sanitary?

Are the school grounds fenced? Do they need fencing?

2. Inspection of houses

Floor: When cleaned?

Walls: Do they need painting or cleaning?

Heating: Location of stove; it should not be in center of room.

Is there a jacket on stove?

Wood supply

Ventilating: Are there window boards?

3. 12 o'clock—Lunch

4. 1.30 P. M. Discussion of how the things inspected may be improved  
See if some definite action can't be taken to-day

The ultimate success of the joint committees will require machinery for putting the chairman in each state automatically in touch with all the local work. It will also demand funds with which to send out constant suggestions, questionnaires, and reports on school subjects. Thus each local club in any of the five organizations will be connected with the whole mechanism of state-wide work. Even without funds much has been done through generous giving of time by public-spirited women. When schoolmen in other states follow the example of Oregon's officials, and, instead of merely tolerating, welcome and guide this joint club activity, the school patrons will be ten times more valuable to their communities.

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### *A Legislative Campaign by Women*

A story follows of how 3,000 women in Michigan, under the joint committee of the Department of School Patrons, thought, talked, and wrote intelligently and effectively about needed school laws. Even if the result of one winter's campaign was not as great as the committee hoped, the force of public opinion roused by this concerted work for school laws is beyond estimation.

Needed school laws have occupied the whole attention of the committee. There was already at work in the state, at the time of its organization, a schoolmasters' committee instituted by the city school superintendents and supported by the State Teachers' Association for the furtherance of the same interest. And a systematic cooperation was entered into. Still further, the state grange was inspired by the woman's committee to create an educational conference committee, to take account of proposed measures of special interest in the rural schools, and to acquaint rural members of the legislature with the desires of the better class of school patrons in the cities. This step promises to be fraught with permanent benefits.

As the biennial session approached, a definite program of three measures was announced, though it was understood that others might seek the support of the women's organizations. These were (1) a new plan for the distribution of the school fund accruing from the railroad tax; (2) a systematized plan for the adoption of textbooks, and (3) a bill to give commission school boards to the cities and towns of the state. Although all the energies, saving those of the agricultural element, centered upon the third, there was little hope that any but the first could be passed at the first trial. And this proved to be the case. Nevertheless, the idea of commission school government made surprising progress throughout the state, and would presumably have passed one house of the legislature had it not been discovered at the last moment that it threatened to jeopardize the property held by two existing school boards, whereupon its champions willingly postponed it till adequate revision could be made.

Still further, the women's organizations emerged from their campaign with two measures distinctly enacted by their efforts, both very creditable, though less ambitious than the scheduled program. These were (1) an act to assist indigent parents in keeping their children in

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school, and (2) an act prohibiting fraternities in the public high schools. The former was prepared at the instance of the state federation of clubs, and was pushed through all of its stages by the presence of the legislative committee of that body at the state capital. In the case of the second, a private appeal was made to the women's organizations to turn their attention to a measure that had passed the lower house, but had been pigeonholed by the senate committee after being first side-tracked. Strenuous efforts availed to get the bill favorably reported. And, finally, the governor's signature was secured by a timely effort and preconcerted appeal made in short order by a series of committee correspondence that had sprung up among the women's organizations.

We consider that the capacity of women, especially those that are school patrons, for assisting school legislation, has been thoroughly demonstrated by the organized women of Michigan. Two measures have been passed by their influence against such obstacles as indifference in the one case, and an opposition organized by a social society element in the legislature, and supplemented by the governor's disapproval of paternalism, in the other. Some women have brought to the chairmanship of their several committees cleverness, disinterestedness, and steadfastness of purpose much beyond what the sex has ever received credit for. The most discouraging feature of the work has been the incapacitating of active women teachers for expressing any opinions on any subject relating to school government, school supplies, etc., by the fear of losing their positions. Financially, the women could not have undertaken the system of interviews and correspondence that they carried out had they not been abundantly provided with printed matter by the schoolmasters' committee, whose efforts they were supplementing.

### *A Permanent School Extension Committee*

How to establish progressive school activities;  
How to prove their value;  
How to get the board of education to take them up;  
How to concentrate the efforts of women's clubs;  
How to start and pass along "good things"—

the Chicago Permanent School Extension Committee will tell you. It used to be the Vacation School and Playground Committee, with representatives from 69 women's clubs in the city and its suburbs. But when that work was turned

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over to the school board the representatives organized with a program for the "larger use of the public school plant" under five standing committees—story-telling, playgrounds, civics, milk distribution, and school centers.

The more successful and better organized the work done by the committee, the sooner it receives public support or private endowment. The open air schools, which were carried on in cooperation with the Chicago Tuberculosis Institute and the board of education, have been taken out of the committee's hands by the Elizabeth McCormick Memorial Fund. At the request of Superintendent Young, the committee has added penny lunches to its other activities. "Our hope is that when this is on a successful working basis it, too, will be assumed by a larger and better-fitted financial body."

What schools can accomplish as social centers has been demonstrated in the John Hamline School, which was opened as a neighborhood house in 1905. Its widening, broadening, and increasing influence shows that nothing a settlement does need be omitted in socialized school work. The public is kept aware of the fact that the Hamline School is only a demonstration, but that any club or group of citizens wanting active social center work has a model to follow close at home, and an agency to refer to for data and suggestions.

The Permanent School Extension Committee is acting as an executive committee on schools for all the club women of Chicago. Superintendent, principals, and teachers know exactly where to appeal when the cooperation of women is needed. Individual club members know exactly where to get work to do or work done. All danger of duplication and contradictory effort is avoided, and women's energy is concentrated and efficiently directed on four or five important questions. Such a committee is advisable in any

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city where there are two or more women's clubs. It keeps smaller, less active clubs from feeling futile and out of touch with schools, and it makes cooperation more valuable from the school officials' viewpoint. For interesting reports, write Mrs. H. W. Austin, 217 Lake Street, Chicago.

### *A Civic Club that Made School History*

The Civic Club of Allegheny County, an organization whose board of directors includes both men and women, has published a report entitled *Fifteen Years of Civic History*. The record of school reforms initiated and of campaigns to arouse public opinion is one to be proud of, and is summarized here as an illustration of what women in a mixed club can do even when aided by men.

To the public schools the Civic Club has been an unswerving friend. In 1897 it established children's leagues of good citizenship in six schools, but because teachers did not cooperate this work was not a success. In 1896 the first summer school playground was opened, and continued until 1900, when, because of its unquestioned success and the enormous growth of the playground movement, two separate outside organizations were formed, one for Allegheny County and one for Pittsburg, which now, with the help of the various women's clubs and an appropriation from the city, carry on all playground work. Arbor Day celebrations were inaugurated in the public schools. Tree-planting and songs, lectures, and talks by notable people formed part of the yearly celebration. Evening schools for boys were instituted, which, though later abandoned, were of decided value in proving the necessity for evening industrial work. In 1909 a night school for foreigners was started. Teachers volunteered to work with foreigners until they were far enough advanced to be transferred to

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the nearest public school, or until the classes were large enough to justify the board of education in opening a special night school. For two years lectures on educational and civic subjects to the foreign population have been advertised by handbills printed in several languages. During the campaign for the new school code, which did away with the notorious system of ward control, the Civic Club was untiring in its energy.

In 1909 it started an open air school at the tuberculosis hospital, and another one has recently been opened on the roof of a settlement. These two experiments, supplemented by lectures and widely distributed bulletins, are to convince the board of education that it would be advisable to establish a similar class in each ward school. The initial move for medical inspection was made by the Civic Club. During the two years' struggle which followed, individual school boards in each ward were encouraged to install school physicians at their own expense, until in 1910 medical inspection was assumed by the city. The fight for school health has received no public recognition. (See page 208).

To investigate the truancy situation committees were appointed, who decided that there was no need for a separate truant school in Pittsburg. They worked, however, until a successful bill made possible an all-year-round state industrial training school for incorrigible boys. The club has secured constant publicity about school matters, and has given in schools many lectures and talks with stereopticon slides for parents and children.

"A great deal of the work of the Civic Club cannot be tabulated because it consists largely in starting movements and arousing public opinion, but through all the years of its existence our Civic Club has worked hard to improve the public schools."

Three important independent agencies have been organized

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as results of the Club's fifteen years of existence besides the Playground Association—the Associated Charities of Pittsburg, the Child Labor Association of Allegheny County, and the Juvenile Court of Allegheny County. For further details write to Miss H. M. Dermitt, 238 Fourth Avenue, Pittsburg.

### *Colored Women's Clubs*

Since 1896 there has been a National Association of Colored Women's Clubs. Do many of us realize the meaning of this organized effort of colored women to better themselves and their communities, how hampered their work is by race prejudice, how few resources for information, help, and stimulus are available to them? Uncomplaining, for the most part hopeful, the colored women are meeting their local problems with a persistence that might be emulated by similar groups of white women. From a study of *Social Betterment among Negro Americans*, made in 1910 by Atlanta University, we learn that as an organization the National Association has fourteen departments, including those of social service, domestic science, and juvenile court. There are affiliated clubs in forty states, rapidly increasing in membership and forming state and city federations. Yearly conventions are held to bring together the widely scattered experiences of north and south.

Most of the philanthropic work done thus far by colored women seems to be connected on a small scale with churches and relief work. Old folks' homes, orphanages, reformatories, and hospitals are, however, still receiving by far the greatest amount of volunteer attention from colored women, just as hospitals and asylums are more readily helped by white people than are schools. Educational interest among colored women is most popularly expressed in kindergartens and reformatories.

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In Arkansas there are colored school improvement associations throughout the state. "These assist teachers in beautifying the grounds and school rooms and in establishing systems of rewards and incentives for better school work." Behind the reports of rather meager accomplishment it is easy to feel energy and enthusiasm. For example, the Woman's Home Progressive Club of Paris, Texas, composed mostly of teachers, "gave \$12 on a piano for the city school," and plans "an educational department with a regular reading course." Another club in Paris tells how it worked for a year to raise \$125 with which to aid the city in putting water fountains on the campus of the colored school. The president of the city federation, in presenting the money to the board of education, assured all present "that the colored women have it in their hearts to do something themselves to aid in educating the children of their race."

One club in Birmingham has given scholarships to deserving pupils in the negro high school and made "large donations" to the industrial department. How large is not told. Also "through the work of an organization composed of the better class of negro women in Birmingham an industrial school has been started by purchasing 25 acres of land near Montgomery at a price of \$2,000. Little waifs have already been sent."

The Kaffee Klatsch Club in Chicago organized the first summer vacation school for negro children, where for two years an average attendance of 19 received instruction in sewing, picture framing, and cooking. The Twentieth Century Club of Xenia has fostered kindergartens for colored children. At a meeting of the Texas State Federation, where the topic for discussion was "The Mother's Part in Preventing Diseases," one paper dealt with "what the washerwomen have done for us as a race." Educational topics

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form part of some club programs, as, for example: "Have We a Voice in the School?" "The Best Education for Our Girls." In Washington the Prudence Crandall Association spent \$1,200 on rubbers, umbrellas, shoes, and eye glasses for colored school children. This work was inspired by the case of a young colored boy who could not go to school because his mother could not afford to buy shoes for him. He became a street loafer and, in a quarrel, stabbed another boy. Prudence Crandall, a colored woman, started the first school for colored children in Connecticut, and indignant white neighbors poisoned her well-water, killed her chickens, and otherwise expressed their disapproval.

In the reports of these clubs one feels first of all the newness of the endeavor. It is as if children were playing a novel and fascinating game. The forms of organization are there. The club routine and ritual, perfectly expressed, give joy to these women so new in their self-government. But one feels the pathos of the little accomplished, the minute portions solved of the problems which confront the women and children of this race.

Colored women's clubs write reports that sound very much like those of smaller rural white clubs. They are beginning with the simplest, easiest things: giving food and clothes to the needy poor. Some clubs have gone deeper into the struggle against injustice to colored children and the shocking school conditions that exist in some parts of the south. They have attempted big, constructive work, or tried to get better accommodations and teachers with a little more intelligence. But frequently these progressives come squarely up against race prejudice and injustice that has turned them back again to church relief, where at least they can work unmolested.

Perhaps ineffectualness among colored women may be avoided, as among white clubs, by a method of cooperation

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which has proved itself successful over and over again. Perhaps with a definite program for educational work by women's clubs all colored people might concentrate on a problem really worth while. Perhaps the clubs will then number not 25, but 200 members. I think no white club woman, however prejudiced, could read the report here quoted without feeling a great sympathy for these colored women, who are like cripples in their handicap, trying to express the woman's longing for activity and for mental growth that may benefit her children and her race.

### *Club Mechanism*

Of course, each city has its special ills which must be diagnosed individually. It has, however, been made clear by letters and reports from over 200 women in organizations that a certain method of cooperation always brings results, while other methods fail. There is no question about the community service rendered by some clubs. But every one will admit that clubs on the whole are not doing as much as they might. It is only by seeing why more community service has not been rendered that we learn how to mend our ways.

1. It is pretty generally admitted that women's work for schools is intermittent. "Women by their very nature do not keep on continuously and indefinitely," writes one club woman. Of course, there come so-called crises when the very vitality of needs draws all women into the field. But a particular issue once settled, the club again lapses into passive interest. The excuse that there is nothing important for women to do for schools is really never sound. When criticism of schools is as wide spread, as intelligent, and as serious as it is to-day, we are facing a chronic crisis. Where, as one woman writes, "Our committee is on the lookout

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constantly for opportunities for service," and where, coupled with this willingness to serve, women are watching intelligently and finding out for themselves what the schools are not doing, intermittent interest becomes continuous interest.

2. One leader of a mothers' club which had failed to get helpfully interested in its own problem wrote, "We shall send delegates to the national meeting. Perhaps we may do better after that." But this impetus only affects one or two in each city. Every club seems to need the continuous stimulus of personal leadership. When the leading is interrupted, the club's service languishes. As yet few clubs seem to be so organized that actual work does not depend upon the personality of the chairman, instead of the ground to be covered; or that programs are not based on the personal interest of the leading members instead of on actual community needs. You hear time and again of interrupted work because the chairman of a committee has been ill or gone south.

3. During the years when women were organizing, by-laws and constitutions were apparently more fascinating than service opportunity. Have you ever seen a group of women wrangle—that is the only word for it—for two precious hours over the constitutionality of an amendment, thus shoving into ten minutes' discussion some very important questions about schools and health?

4. One successful club woman has confessed that the "difficulty with chairmen of educational committees in women's organizations is that they tend to rotate, and thus bring in untrained and slightly informed workers every one or two years. We need to have our plans formulated by the studied needs of the field so that we may be steadily in a position to assist new local workers in the existing organizations." This writer hopes to make it impossible

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for a newly elected chairman to upset or bring to an unfinished end a campaign well under way during the previous administration. What chairman cares to undertake to secure clean school houses, knowing that six months after her program is outlined she goes out of office and a new leader drops her work to take up lectures on music?

5. While officers are rotating no record is kept of what has been done or remains to be done. One newly elected chairman with an entire state to conquer wrote: "I am working completely in the dark, because I have not any idea what has been done by this committee. I have lost much time."

6. Pauses in club interest seem to be due frequently to complete satisfaction when a small part of an undertaking is finished or to the wearing off of novelty. For example, a woman's club in a western town was trying to change seating and sanitation in the schools. One room in one building was bettered by its efforts, and it stopped. Systematic housekeepers use shopping lists, and check off as purchases are made. Do you know any club which "checks" off to see what remains to be done? Do you know a club which, so to speak, buys etchings and opera scores when to-day's marketing isn't done?

7. Then, too, women's clubs begin work late in October and end early in May. The summer lapse makes a break after which the club's interest has to be stimulated all over again. Yet there are usually several women who stay in town. These should be returned their dues in payment for being "on the job" in summer when there is usually pressing work to be done.

8. The women interested in public schools are usually the women who are interested in hospitals, charity organizations, churches, and fresh air work. "The women have so many civic and philanthropic interests, and there is



SKATING RINK: ONE WOMAN RUNS IT



TEMPORARY KINDERGARTEN: MOTHERS' CLUB SUPPORTS IT



WHAT THE SCHOOL SHOWS FOR IT  
ALL-THE-YEAR-ROUND INTEREST IN BISMARCK



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not a paid social worker in the community." Feeling often the inadequacy of volunteer work, women without training and without reliable supervision often miss opportunities or evade issues through the simple fear of making mistakes. That is why close cooperation with specialists and school people brings such good results.

9. In spite of year books, little information about actual club work is in general circulation between outside clubs. When a club has done something good, every other club should know about it. When you read about a splendid accomplishment of somebody else in your field, you want to catch up or improve upon it. There is value to other clubs in reports written with constructive suggestions.

10. Educational chairmen complain of difficulties in getting information. "A very small percentage answers our circulars, and sometimes it takes two or three follow-up cards to secure replies." Chairman Laura D. Gill, speaking of her efforts to summarize the educational work of the Federation in 1910, confesses that only 20% of the clubs answered. "I feared that something was wrong with my method, and felt a trifle humiliated. This spring the whole well-organized machinery of the Federation was called into play. The returns have come from 44% of the clubs. Consequently I am rating the Federation's business efficiency at the low grade of 44%." "Questionnaires," writes Mrs. G. H. Pettinger, whose work in Oregon suggests many points for the method that makes things happen, "are for suggestions as to what might be taken up. They keep us in touch also with local needs, so that we can advise intelligently." I have noticed that very few women answer questions on a basis of facts. One club notified us formally that "a committee has been appointed to fill out your card with the information as desired," and nothing has since been heard from that club or its committee.

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From these ten criticisms of club mechanism written by clubwomen themselves, apparently what most clubs need is a program to cover 100% of a specific question, either through the club's own efforts alone or through supplementary work by officials; a stable club organization; and leadership based on ability to meet actual school needs and to effect closer cooperation with the superintendent and principals. Specific suggestions about methods which help make club work efficient along all lines are to be found in abundance in *Woman's Part in Government*, by William H. Allen.

### *A State Program for Women's Clubs*

We wanted to try out the hypothesis that the federation year-book is a potent means of stimulating club work. We therefore sent out through the educational committee of the state federation a questionnaire to all the women's clubs in the state of New Jersey asking them whether they had committees on education, what these committees had done, how much money they had to spend, and whether they would be interested in making a threefold study of school work in New Jersey. There are 135 clubs in the state, and 58 answered. That means over one-half of the clubs made no report. Only 22 of these 58 were doing educational work, and only 15 of them had committees on education. This statement of what clubs had done for schools, contrasted with what clubs had an opportunity of doing, is not peculiar to New Jersey.

The summary of replies was printed as an appendix to the year-book with a threefold program. Interested clubs were asked to communicate at once with the state chairman of education. The program included: (1) the uniform watching of medical examination and follow-up work to see how far the excellent state law is being enforced; how

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far examinations are being followed by nursing and free treatment; and which forms and methods are best in recording health work with school children; (2) a sanitary survey of schools to get a composite picture of school conditions including ventilation, lighting, heating, fire drill; and (3) a uniform study of non-promotion to bring out clearly the reasons for children's failing, what can be done about it, and what administrative changes are necessary to keep from failing children who do not need to fail.

With the help of the Robert L. Stevens Fund for Municipal Research in Hoboken, the chairman of education has prepared for each of these three studies questionnaires based on the experience of other communities. District and city chairmen of educational committees promised to have the blanks filled out properly. The state superintendent expressed his interest in the work, and approved the medical supervision blank reproduced on page 217.

The success of this test of state-wide club work in New Jersey will mean, first of all, that there will be no excuse for club work in other states to fall below its standard; it will also mean that every club member in New Jersey will have an easy way of being intelligently informed about three fundamental school problems; and lastly, that the club mechanism for school cooperation will be so developed that investigation of other school problems and constructive changes will follow logically. The studies will also show that, through women's clubs, the state department of education has an opportunity to secure information and facts of inestimable value both to New Jersey and to every state in the union.

## IX

### PHYSICIANS AND THE HEALTH OF SCHOOL CHILDREN

#### *Medical Inspection for Transmissible Diseases*

IN the complicated school system of to-day cooperation from outside has to be specialized, and the physician is logically the man to take the lead in matters of health. Of the physicians you know, how many have felt the scientific value of schools as an experimenting medium? How many have given warm-heartedly of personal service in treating poor children? How many have endeavored to get schools to do what is necessary for the health and healthful environment of all children?

It is not necessary to give here the arguments for the physical care of children at school. Much has been written and said on the subject during the last years; the newspapers have had columns about it; medical journals have emphasized the connection between schools and health. Convincing treatment is given the subject in William H. Allen's *Civics and Health*. "It has been conceded among educators," wrote one superintendent, "that no improvement in recent years has been so helpful to the public schools and to children as the system of medical inspection." The Russell Sage Foundation is constantly gathering statistics about medical inspection, laws, methods, results, and has published much, including Gulick and Ayres's *Medical Inspection in Public Schools*. As Dr. Ernest B. Hoag

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says, in *The Health Index of School Children*, "Only the most unprogressive communities now oppose this sort of work, and only careless communities fail to avail themselves of its advantages." This chapter does not pretend to offer information about systems, or to outline the best kind of inspection. We hope here merely to show how physicians and those interested in the health of school children have used the agencies that are available for help in this field.

Many physicians have written us that they would be glad to have information about what had been done in other cities, to help convince citizens through the press that medical inspection is a community question. Lack of information, lack of support, lack of knowledge as to methods and next steps, and not lack of interest or lack of enthusiasm on the physicians' part, are usually responsible for the absence of adequate systems of medical inspection and the presence of gross violations of the health code in our school systems.

You often read of the "wave of interest" which is forcing the health care of children through the public schools; yet the cities where nothing, or only a little, has been done are still in the majority. Several cities report complete absence of medical inspection and no organized work by physicians. Statements of this kind usually imply that something ought to be done, that it is the physicians' duty to do it, and that the time is now ripe for the doing. The superintendent in Flint feels "that a concerted demand from the citizens for medical inspection and a school nurse would result in securing both." A physician in South Bethlehem writes, "I feel confident that in a short time these important matters of sanitation and hygiene will be added to our school régime, as the people are becoming alive to the necessity, and to the fact that they are very much behind other communities in this regard." In many cities where

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some one has written that there is no medical inspection, we have learned on further questioning that there is either a small group of physicians ready to take up this work, but unorganized and without support, or a superintendent eager to see something done and not knowing how to go about it.

An interesting volunteer arrangement for inspection was made by Dr. Paul Paquin, inspector in Asheville. He divided the work for white and black schools among twelve competent physicians who for two years inspected the schools, without charge, regularly every week and whenever called upon. Afterward the school committee paid the regular fee, \$2.00 a visit. These visits to schools involved investigation of all the sanitary and health conditions of each school: ventilation, heat, water supply, drinking cups, recreation methods, and even the teachers' health. Naturally careful watch was kept for infectious diseases. As a matter of prophylaxis, Dr. Paquin established a system of daily inspection and recording by teachers of the individual health conditions of pupils. This required, of course, the proper instruction of teachers in advance on necessary questions of hygiene. Each classroom was provided with a fever thermometer kept sterilized in a bottle of alcohol. Every morning as pupils passed on their way to the classroom any child seeming flushed or drowsy, or exhibiting signs of indisposition, had his temperature taken. In each case of abnormal temperature the pupil was immediately sent home with a printed explanatory card and a request that he be at once taken to the family physician. By this method the hearty cooperation of the local profession was secured, much contagious disease was prevented, and numerous cases of adenoids and other deficiencies were brought to the attention of parents. When the family physician was not called in, the medical inspectors gave such advice and

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assistance free as the situation demanded, and determined when the child should return to school. While this system was in practice Dr. Paquin volunteered illustrated lectures for pupils, teachers, and parents on private and public health.

Is the examination for transmissible diseases in your schools made regularly by health officer, school physician, nurse, teacher, or by no one?

Are cases of contagious disease investigated by some official before the child is permitted to return to school?

Who is watching for communicable eye and skin diseases—ringworms, trachoma, pediculosis?

Are children treated for these diseases in school or at home until cured?

Who, when necessary, shows mothers how to treat skin diseases and pediculosis?

Are teachers instructed to recognize symptoms of scarlet fever, measles, skin diseases, etc.?

What facilities do hospitals and dispensaries offer for treating communicable eye and skin diseases?

What happens to the textbooks of children excluded for contagious ailments?

How often are all textbooks fumigated? Are books being used which are a "menace to all children"?

Are the schools notified by the health officials of contagious diseases in families where there are school children?

Are these children admitted to school before the health officer has adequately fumigated their homes?

Which is better: Send your child to a private school in the belief that transmissible diseases will not be found there, or see that there is a school nurse who is making contagion as nearly avoidable as possible?

The latest reports on medical examination and free treatment with comparative legal provisions may be had from the Russell Sage Foundation, 1 Madison Avenue, New York.

### *How Examination for Physical Defects Starts*

The superintendent of the Braddock public schools addressed the local medical society on "The Need of Syste-

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matic Medical Inspection in Schools." He then asked the society to arrange for a general inspection of public school children. It was moved that a committee be appointed to plan this inspection. A certain number of physicians were allotted to the schools in every ward, and each child was examined separately for eye, ear, nose, and throat defects. Where indications of systemic disease were present, a complete general examination was made. The physicians were serving without pay. As a result of this preliminary inspection the superintendent was able to persuade the school board to appropriate money for regular examination during the next year, and one physician was assigned to each ward at a nominal salary "to put the inspection on a business basis." Physicians were required to inspect each child twice during the year, subject at the same time to emergency calls from the school buildings. Cases needing medical and surgical treatment were attended to by a group of physicians who willingly donated services to deserving children. The next year Braddock had one physician on an adequate salary. The superintendent had learned that there ought to be a dispensary in the hospital or in one of the school buildings where children might receive free treatment. Clinics for school children and follow-up work through nurses are the logical and almost inevitable sequence. The results of the inspection may be taken as typical; of 1,949 children examined, 485 only were found not defective. The most frequent defects were of teeth in 1,084; enlarged tonsils, 375; defective noses, 393.

In Kenosha physical examination was backed by the medical society and made by one physician serving without salary in each school. Every scholar is examined once a year, and more thorough overhauling is made when necessary. Correction of defects is suggested by notices, though parents are not compelled to carry out recommendations

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made by the school physicians. In cases of contagious disease, however, the school physician has power to control the pupil's action. The medical society is authorized for this work by the school board, but feels that "state authority would be an advantage."

The origin of physical examination is suggestive in showing who makes the first move. In Aurora the superintendent and a physician on the school board were responsible; in Fort Smith the president of the board of health and the medical society instituted a plan which was approved by the school board, health authorities, physicians, specialists, and dentists; in Fulton one physician, under the direction of the professor of educational psychology in the University of Missouri, examined 1,000 white and 100 colored children for defects of eyes, ears, noses, and throats, in order to correlate sensory defects with school progress.

Members of the Milwaukee Medical Society, after discussing medical inspection, had a meeting to decide on preliminary work for schools. Three schools were designated by the superintendent as representative of the school population, six physicians were appointed, and the result of the inspection was used as a plea for continuing the work. The board of school directors was unable to act until two years later, when a medical inspector was appointed, and later five assistants. Dr. G. P. Barth, chief medical inspector, has issued a little summary entitled *Medical Inspection of Schools in Milwaukee*, which details the routine used, rules about exclusion, report cards, special cases, and directions to school nurses. While this system has been developing, all the physicians, dentists, dispensaries, and hospitals have been "very generous in providing free treatment of whatever nature necessary, upon presentation of a card from the medical inspector's office."

In Spartanburg a woman physician suggested to the

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County Medical Society that it examine gratuitously for one year the grade school children. The school trustees accepted the offer. Three medical inspectors were appointed by the society. "We hope our report to the school trustees when the work is finished will convince them of the importance of it, and that hereafter some one will be regularly appointed to do this work."

Examination by teachers for physical defects has been declared to be in the same city both adequate and futile. *An Outline for the Health Grading of the School Child*, available from Dr. E. B. Hoag, Minnesota State Board of Health, shows how teachers can find 90% of the defective children.

The advantages of a lay backing in starting physical examination are shown, for example, in Elmira, where through the Social Service League women made a "systematized effort to secure examination, winning the consent of the Academy of Medicine. They were very willing to co-operate." The health committee of the General Federation of Women's Clubs sets aside one month in which all clubs are asked to consider ways of securing medical inspection, or to study its efficiency if already required. The story of the Civic Club in Pittsburg shows what a large part of the work can be done by a lay body.

The educational department in 1905 initiated a campaign for medical inspection in the public schools by sending committees to interview school directors and enlisting physicians who would give their services without remuneration until the value of inspection should be established. The first inspection took place in December, 1905, after which the Allegheny County Medical Association offered to appoint physicians to inspect all the schools, provided the consent of the school boards could be secured. Letters were sent by Mrs. Macreen to fifty-one school boards—about half of whom sent favorable replies. Twenty-four schools were inspected. After two years of volunteer medical inspection the Civic Club introduced a bill in the 1907 legislature that failed to pass. In 1908 they prepared a petition and appeared before the Educational Com-

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mission appointed by Governor Stuart, at its first meeting, held in Pittsburg in May, 1908, and urged that it embody in its school code a provision for medical inspection in the schools. Conferences were held and correspondence conducted on the subject, which resulted in the Commission embodying in its code the committee's provisions, with the exception that medical inspection was made mandatory in large cities and permissive in smaller school districts. The school code failed at that session of the legislature, however.

In 1908 and 1909 other attempts were made to secure medical inspection by the city, which all failed, but individual school boards, ten of them, had now installed physicians at their own expense, as a direct result. These were almost all cases of the volunteer inspection, and in 1910 medical inspection was taken up by the city, which now has twenty-seven regular inspectors who visit the schools daily. We feel that the long fight of the department of education has been amply justified—though we have never received public recognition of our services.

The chief necessity in starting physical examination is a starter. It matters little whether it is the superintendent, one physician, a medical society, a mothers' club, or a chamber of commerce. A preliminary inspection is usually convincing, but someone's continuous interest is required—

To get facts from other cities and state the case;

To bring together superintendent, board of education, physicians, women's clubs, and newspapers;

To outline a preliminary examination;

To see that the town knows an inspection is to be made; and

To suggest to those interested how they can secure the necessary publicity, legislation, and budget increase.

### *Free Treatment of Physical Defects*

With the discovery of adenoids and hypertrophied tonsils, we have taken only one little step toward the goal of school health. What is the use of telling the parents of 85% of our school children that their offspring is not physically fit to go to school, if parents either will not or cannot afford

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to do anything about making it fit? There is one city, and probably many others, where no system of inspection was instituted after a volunteer examination, because physicians were unable to give treatment and follow-up work, and the experiment was considered a mere matter of paper and statistics.

To secure free treatment, school physicians have sometimes been able to make arrangements with clinics and dispensaries. In Elmira there is a room in the city hall for medical and dental work for school children. In Berkeley cases are treated by a cooperative committee of all health agencies. Children are admitted for free treatment by cards from the organized charity. In Wausaw there is a free infirmary for children, supported by popular subscription, where the poor can obtain medical and dental care. Work is volunteered by practically all the physicians and dentists of the city, alternating their services. The infirmary has a visiting nurse who attends to the cases of physical defects reported from the schools. In Covington three specialists volunteer treatment for all cases referred by the school inspector.

The truant officer in Beloit, who is not a nurse, sees that the cases referred by the medical inspector receive the necessary treatment. Until a medical and dental clinic is established the physicians have arranged a temporary plan for the free treatment of needy eye, ear, nose, and throat cases. The medical inspector gives a card showing in what respect the pupil needs attention. If within a reasonable time treatment is not reported as given, he sends another card. If that is ignored, the truant officer sees the parents and explains to them the necessity of doing something. If they are unable to pay, she arranges with the inspector for free treatment by referring cases alternately to specialists who have agreed to give the service. In cases re-



TEACHING FIRST-AID-TO-THE-INJURED: CLEVELAND CHAMBER OF COMMERCE



MUSKEGON DENTAL SOCIETY



MCCORMICK FUND: CHICAGO

OUTSIDERS PROMOTE SCHOOL HEALTH



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quiring an anesthetic, physicians are called in rotation. "We are striving," writes the chairman of the school board's committee on health, "to work out some plan which will be just to the physicians and dentists, but will not pauperize the poor or repress their sturdy independence, and yet see that full justice is done the children."

In Pasadena each medical inspector has a clerical assistant with some training in social work. The teachers are required yearly to secure from the parents, within two weeks after the first notification has been sent, a statement as to what care the child is receiving.

Watching individual cases, the teacher or physician has opportunity to correlate removable physical defects and school progress. Accurate records of twenty children who have had adequate medical and dental attention do more to make it easy for communities and school boards to secure medical inspection than a million records of physical defects without follow-up work. Such correlation has been made by teachers in Columbus, Ohio. Every child who had his adenoids removed, his teeth fixed, or eye strain lessened by glasses, did proportionately better work, saved the teacher extra care, and saved the state money wasted on "repeaters."

Women's clubs can suggest special arrangements to hospitals and dispensaries, and, as trustees and directors, business men have an opportunity to see that adequate provision is made for special treatment of school children. Dispensaries are usually more than willing to conduct after-school and special Saturday clinics, and to furnish the school with a record of treatment given, if blanks like that on page 99 are provided to make it easy. Some hospitals post notices in or send word to schools in their neighborhood that they are glad to treat children. Social service nurses visit schools and homes of children under treatment. A committee of

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women or physicians can see that all hospitals are using the same forms and standards for reporting to the school "cases treated" and "cases terminated"; can make a pin map showing which hospitals are easily accessible by school children, and which districts are wholly without facilities for treatment; can bring before the public the *pros* and *cons* of having school clinics districted, like the tuberculosis clinics in New York, so that school nurses or teachers know exactly where to go. In large cities a map for each school district might be posted in schools for reference use by children themselves and by parents. Handbooks for teachers locating facilities for free treatment are serviceable.

### *The School Nurse*

Did you ever see a pin map which locates by means of colored pins every school child who has been ill during the year? It makes a significant picture, telling the story of epidemics, of measles and scarlet fever, and of uncared-for physical defects. Each little pin means days of school lost, means a child that should have had some physical care. Did he get it? That is the question the school nurse answers. In the city of Hoboken the Robert L. Stevens Fund for Municipal Research gave to the board of education free for six months the services of a school nurse. Every morning the nurse received the names of children excluded by principals because of suspicious symptoms, and visited them. As soon as the medical examiners made out cards for physical defects she visited each home and persuaded parents to have their children cared for. She gave treatments in homes for pediculosis and skin diseases, showing mothers how to care for simple ailments. Every case visited was reported in detail to the Fund. It was estimated that by obviating only 40 non-promotions the nurse would save

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her own annual salary. By this six months' experiment the board of education in Hoboken was convinced that a nurse was not only a desirable but a paying adjunct for the school system. So money to continue her services was asked and granted in the next year's budget.

The same thing can be accomplished by any group of citizens who will raise the salary of a nurse for a month's or a year's trial; supervise her work and records; make public the reports; and see that budget requests are supported by letters to officials, newspaper articles, and open meetings.

The only reason every school system has not school nurses is that citizens have not demanded them. It takes money to pay salaries, which means a budget change; and it takes understanding, which means a demonstration with plenty of publicity. There are many clubs of women to-day supporting wholly or in part a nurse for schools. They have as authority for this the general consensus of opinion from the medical profession on the absolute necessity for a follow-up scheme to supplement examination by physicians. The common sense of parents and teachers will always realize that having defective vision recorded on Johnny's physical card really does not help Johnny to see better.

The more common physical defects which are playing havoc with children and their school work are easily detected by a nurse who in smaller communities often takes the place of the school physician. Of the two, the school nurse is more important than the school physician. She is less expensive, but works less rapidly. A first-class nurse can be secured for what would pay only a second-class physician. She gets for the child, besides, the best that best doctors can give.

I know one school nurse, and there are probably many

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others, who does not see the value of systematic record keeping. She says it takes too much time and shows nothing. Try, without records, to locate by a pin map, for example, the districts where most work is needed; try to estimate the money saved by absences prevented and non-promotions avoided; try to judge the efficiency of a nurse, and you will see why records are worth while. It is undoubtedly true that any nurse, at the call of the superintendent and principals, can without an adequate system of reporting be of great service to schools, but not of the greatest.

School nursing is a phase of the nursing profession that offers exceptional opportunities and attractions. It demands sympathetic understanding of school requirements and the skill and tact of a relief visitor. The nurse is in touch with charitable agencies, with hospitals and clinics, with specialists who are willing to give free treatment, and with the entire school system.

### *Where the Visiting Nurse Association Helps*

There is no question about the enthusiasm of superintendents for this type of outside cooperation. In Chelsea "the medical inspectors and superintendent are very desirous of securing a school nurse, but as yet the school committee does not see that it can be done. There is, however, a District Nurse Association which has agreed to respond to urgent calls made by the school physician, truant officer, or any of the school principals." It was the Visiting Nurse Association in Denver that persuaded the board to secure a school nurse. From Harrisburg: "It gives me great pleasure to state that our very complete system of medical inspection originated with the Visiting Nurse Association,

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an organization supported by a few charitable people. It was their interest that created enthusiasm for the subject." Speaking of the nurse loaned in Marquette, the superintendent says, "She has proved a most helpful adjunct in our force for maintaining the good school work we have attempted to do."

This is the way it usually happens: "The past winter the Visiting Nurse Association has put into the schools a nurse who does regular inspection and home visiting, reporting each month to the board of education. All the expenses are borne by the Association in order to demonstrate to the public the value of school nursing." It seems so simple. The Association in Reading gave the services of a nurse for two months, and the school board promptly engaged a school nurse for the rest of the term.

Through an association of nurses it is sometimes easier to get a system of school nurses than by independent work as a lay organization. Most district nursing organizations are poor, developing their work by inches, with little margin for whole-time work solely in schools. A lay society can furnish the wherewithal to make school work possible. For example, the Social Service League and District Nurse Association of Middletown, Connecticut, together have furnished a nurse who does nothing but inspect in the schools and see that suggestions to parents about free treatments are carried out. In Chillicothe a district nurse is maintained jointly by the Anti-Tuberculosis Society and the Century Club of women, who raise the necessary money for supplies and salary by the sale of red cross seals at Christmas time. "The nurse is in constant cooperation with the teachers of our schools, gives talks at mothers' meetings, or takes children for treatment to dentists and physicians when parents cannot afford professional care."

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Ask the Visiting Nurse Association in your city whether it considers cases found in schools worth the entire time of one nurse. Seven hundred dollars is not much to pay for starting a permanent system of medical inspection. Have one of the nurses address your club and outline what a school nurse could accomplish in your city. If you are a trustee of the Association, get the superintendent to speak before the board and tell of the need for school nurses.

### *Watching Work as it Progresses*

Having secured examination and provision for treatment of physical defects, the same outsiders who have helped thus far are the ones best equipped to see whether the system works. A compulsory law does not necessarily mean that the adenoid disappears. A year after one state had passed an excellent law the state department of education could not tell in which districts it was being enforced, what sort of physicians were employed, or what they were doing. The department had an "idea" that about half the school districts had not yet begun to obey the law in letter, and more had not felt the law's spirit, but were making inspection a mere form. Medical inspection can easily be an unwelcome gift unless some one person or some group is watching to see what sort of a reception those responsible are going to give it. And this means watching for a year or two, testing here and there, going over the medical records of one or two schools, or making a thorough survey of the results of the first year's trial. The blank on the opposite page is being used for this purpose by all the women's clubs in New Jersey.

# HEALTH OF SCHOOL CHILDREN

## RECORD OF MEDICAL INSPECTION STUDY OF THE PUBLIC SCHOOLS OF THE STATE OF NEW JERSEY

To be Filled Out under the Supervision of the Department of Education of the State Federation of Women's Clubs, Assisted by the Robert L. Stevens Fund for Municipal Research in Hoboken

1. Name of city (town or borough) \_\_\_\_\_ No. of Schools \_\_\_\_\_

2. Name of superintendent (principal, etc.) \_\_\_\_\_

3. When was first medical inspector appointed? \_\_\_\_\_ Salary \_\_\_\_\_

4. Number of medical inspectors \_\_\_\_\_

5. When was first nurse appointed? \_\_\_\_\_

6. Number of nurses \_\_\_\_\_

For how long?

For how long?

1. Total number of children enrolled Sept., 1911-Jan. 31, 1912 \_\_\_\_\_

2. Total number of children examined for physical defects? \_\_\_\_\_

## RESULTS OF MEDICAL INSPECTION FOR TERM FROM SEPT., 1911, TO JANUARY 31, 1912

### PHYSICAL DEFECTS

	Vision	Hearing	Enlarged Tonsils	Adenoids	Teeth	Malnutrition	Lungs	Heart	Nervous	Orthopedic Defects	Defective Mentality	Other	Total
Children found having													
Children recommended for treatment													
Children treated for													

# HELPING SCHOOL CHILDREN

## CONTAGIOUS AND COMMUNICABLE EYE AND SKIN DISEASES

	Scarlet Fever	Chicken-pox	Diphtheria	Measles	Mumps	Pediculosis	Scabies	Impetigo	Ringworm	Trachoma	Conjunctivitis	Other Skin diseases	Other Eye diseases	Miscellaneous	Total
Children found having															
Children excluded for															
Children treated for															

218

3. Number of days lost because of exclusion

4. Number of visits made by nurses to homes

To schools

Number of parents consulted at school

5. Total number of different children visited

To dispensaries and clinics

Total number of visits made by nurse

## INSPECTIONS FOR COMMUNICABLE SKIN AND EYE DISEASES

1. Are all children inspected at opening of school year by physicians for communicable skin and eye diseases?

By nurses?

2. Are all children inspected during year?

By physicians weekly

By nurses weekly

3. Are children admitted to school without a certificate of successful vaccination?

By teachers?

; monthly

; monthly

; semi-yearly ; yearly

?

?

# HEALTH OF SCHOOL CHILDREN

## EXAMINATION FOR PHYSICAL DEFECTS

1. How often does each child receive physical examination?
2. Are teachers regularly informed as to results of examinations?
3. What means have teachers of knowing when suggested remedies are carried out?
4. Do teachers see that children with defective vision and hearing are seated properly?

## METHODS OF AND FACILITIES FOR TREATMENT

1. Are printed notices of instruction sent to parents?      Second notices?
2. Does "follow-up" work include mothers' meetings?      Nurses' visits to homes?
3. What accessible hospitals provide facilities for treating school children?  
    Consultation with parents at school?  
    What dispensaries or clinics?  
    Will city or town poor physicians treat school children?
4. How many clinics at school are there?      What is treated at them?
5. What private physicians, dentists, or organizations cooperate by treating or providing treatment for school children?
6. How many schools have rooms where children with minor eye and skin diseases might be treated?
7. Are school authorities notified when the child has been treated?
8. Does the record show which children have been treated?

## DUTIES OF SCHOOL PHYSICIAN

1. Is a definite hour set for the physician's visits?
2. Does he visit each school monthly      ; weekly
3. Does he register upon arrival and departure from school?      ; daily
4. How many hours a day does he devote to school work?
5. Does he visit classrooms or see only such children as are sent to him?
6. What conferences do the physician and nurse have?
7. How often is the physician required to give talks to teachers, principals, and parents?

# HELPING SCHOOL CHILDREN

## DUTIES OF NURSE

1. Hours of work?
2. Does she register upon arrival and departure from school?
3. Does she assist the physician in examining for physical defects?  
skin diseases?
4. Does the nurse inspect for communicable eye and skin diseases?  
How often, monthly ; weekly ; daily ?
5. How many hours each day does she spend at school?  
On home visits?
6. Is the nurse supervised by superintendent of schools?  
By school physician?

For communicable eye and

## RECORDS AND REPORTS

1. Are card records of physical examinations kept in principal's office or by teachers, for their guidance?
2. Are records of infectious diseases kept for each classroom, to help determine location of these infections?
3. Does the physician make written report yearly ; monthly ; weekly ; daily ?
4. Does the nurse make written report yearly ; monthly ; weekly ; daily ?
5. Does principal make written report yearly ; monthly ; weekly ; daily ?
6. Are reports of physician and nurse published in superintendent's reports? in school board minutes? in newspapers?

Name of investigator .....

Address .....

Name of Club .....

## HEALTH OF SCHOOL CHILDREN

As proved by the High School Teachers' Association in New York, the parallel column shows clearly how inspection is working:

### What the Medical Inspector Does in Nine Schools

1. Signs name in book
2. Leaves building

### What He Might Do

1. Examine pupils taken sick during school hours
2. Examine backward pupils for remediable defects that cause retardation
3. Examine pupils who are frequently absent
4. Cooperate with principals and teachers to raise health standard of schools by
  - a. Occasional talks on health topics
  - b. Supervision of luncheons
  - c. Advice to individual pupils

### *What One Physician Can Do*

It is unfortunate that the interest of physicians as individuals has sometimes proved of no advantage to schools because the necessary community interest and backing has not been forthcoming. Three years ago some of the younger physicians in one eastern city volunteered to make daily medical inspection in the public schools. This was continued for about one year, but interest gradually waned and now there is no inspection of any kind. The individual interest and energy of these physicians was not supported by a medical society or a lay organization, and nothing permanent resulted. In another place one physician made an examination of 100 defective children, and nothing further resulted. A physician in Marshaltown writes: "For my own information I went into our schools and inspected about 125 children in the second grade, and found defective, gross

## HELPING SCHOOL CHILDREN

physical conditions in about 33%, which I believe would easily reach 50% in a more thorough examination. Kindly advise me in whatever way you choose how to set the ball rolling in Marshaltown." In Orange a few individual physicians give free treatment when cases are brought to their attention. In South Bend individual physicians have given talks and lectures in the schools at intervals. "They have no permanent committees to cooperate with teachers or others interested. In four years this city under the Indiana law will have to start a system of medical inspection. Whether it will wait until it is forced four years hence or avail itself of the privilege at once remains to be seen." In a Pennsylvania city a physician writes that he is the only man in town interested in school health, and that he finds it hard to secure enough intelligent backing to get anything done.

It is quite evident from instances like these that volunteer service alone cannot be successful or permanent. Physicians tire, the social service novelty wears off, and unless the work is put on a business basis as part of the school system, or of the board of health, it languishes.

It is unfortunately true that oftentimes the interest of individual physicians in school matters has been less spontaneous because of the fear that any action on their part would be construed as looking for practice, and would thus offend against the ethics of the profession. It seems absurd to think that after medical inspection has proved its value in so many ways there are still those who are small enough to bring up this accusation. Physicians have given their services, sometimes for several years without pay, and their cooperation has been welcomed by school people. The unselfish work of hundreds of volunteer physicians for schools, their eagerness to turn over medical inspection to school or health authorities, and their generous giving of pro-

## HEALTH OF SCHOOL CHILDREN

fessional experience for free treatment ought to make it impossible in this day and generation for anybody to accuse them of self-advertisement.

However indignant it may make us, criticism does exist, and consequently a physician can frequently get done through a medical society or a lay organization things which he would be unable, because of personal opposition, to accomplish by himself or with one or two kindred spirits. A physician representing a medical society can work for school children in his city without fear of being calumnized personally.

Everything that is possible for organized physicians is possible for organized nurses. A nurse working through a visiting nurse association can secure greater momentum by representing a group than by years of isolated service. A physician recently said: "We are ready and willing to do everything we can for school children, but some one must arrange things. There must be a bridge between the physicians and the schools. Some one has to act as a social broker. The schools want what we can give them, we want to give them what we can, but the gap between must be filled by a social broker, who sees both sides and can make the connection."

### *Physicians and the School Budget*

Since only once a year is it possible to determine how much money is going to be spent on the health of school children during the coming year, the physicians' interest should come out strongly at budget time. That is when medical societies and school hygiene societies should back by newspaper publicity and letters to officials the items in the board of education and the health department budgets which have to do with increased open air work, with sani-

## HELPING SCHOOL CHILDREN

tary improvements, adequate medical inspection, and follow-up work. Yet at the budget hearings in New York in 1911, for example, when the questions of open air rooms and reorganization in the child hygiene department were being discussed, no action was taken by organized physicians, and no publicity was given to these measures through physicians.

### *Physicians on School Boards*

While there is an opportunity for community service by any physician through publicity and cooperation with other organizations on special phases of school health, a physician who is firmly intrenched on a school board, either a city board or a local visiting committee, has a more intimate connection with school work and is better able to get results. Aside from initiating, he can watch how things are going, use records to discover where and when follow-up work is breaking down, and make correlations between mental and physical qualities. In Birmingham, as in Aurora and Beloit, a physician on the school board was responsible for starting the system of medical inspection. A physician in Aurora writes: "Doctors have little, dentists nothing, to do with medical inspection. The superintendent and the doctors on the board were responsible." There is a rather unique system in Los Angeles by which an advisory medical board of volunteer physicians acts with the board of education on school health matters.

If a school board were to have a commission form, the physician would represent the health interests of the entire city as interpreted through the public schools. There are four physicians on a board of 46 members in New York, yet the board of education has no school health committee. Medical inspection as done by the department of health is being constantly criticized, and outside organizations are

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constantly trying to help on problems of sanitation, open air schools, and free treatment.

For community service through safeguarding children's health, what opportunity is there equal to the opportunity offered a physician on a school board with all the support of successful science for his program?

### *Specialists and the Abnormal Child*

In spite of all the work that remains to be done for normal children, the 99% who are growing up strong and healthy, the appeal of blind children, deaf children, and cripples is still recognized first. Fundamentally humane, the sympathy and interest which is never failing for this one per cent of children is a beautiful thing; yet, in so far as interest in any one per cent, however unfortunate and pitiful, blinds the community to the needs and the dangers that are threatening 99%, that interest is harmful. Watching the marvelous development of work with the blind, reading newspaper stories and sympathetic details about cripples and what is being done for them, the community forgets that during the school year perhaps ten times as many children are being threatened with blindness because of uncorrected defects of vision, poor lighting, or bad printing, and perhaps three times as many children might be saved from becoming cripples by proper care of curable physical defects or the right kind of seats and desks, before it is too late.

Working with defectives is one way to prove the needs of normal children; but most people who are not scientists are apt to get so absorbed in the problem of the abnormal child itself that they forget there is such a thing as a normal child. The rank and file of moderately healthy, moderately red-cheeked youngsters make no emotional appeal to our pity.

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In Birmingham the medical director is medical director for all children, normal and otherwise, and has recently made a study of backward children. An especially trained teacher and two nurses were appointed. The teacher, going to each school, obtained a list of backward children, and secured important facts about home surroundings and mental characteristics. The children were physically examined by the medical inspector. When the records are complete the proper treatment will be given to each child, whether it be coaching in studies, open air work, vocational work, or special instruction in classes for defectives. The inspector writes: "We are in the midst of this work now. It is most interesting, and promises great results. In this instance defective children are simply a unit of a big system all of which must receive the proper kind of attention."

The discoveries of psychological clinics have shown how miracles can be wrought through work with mental defectives in special classes. The complete story of what the Psychological Clinic of the University of Pennsylvania has proved by its summer work with special children is told in an extremely interesting way by Dr. Lightner Witmer and others in *The Special Class for Backward Children*.

Various schemes for stimulating dull children are being worked out in other clinics and laboratories. Using electricity is one method. Another experiment was made with a small group of public school defectives who were taught arithmetic and reading *via* physical exercise. Finding out that children are defective should be followed by getting the board of education to provide special instruction or ungraded classes. For information about school work with defective children, write Miss Elizabeth Farrell, Board of Education, New York.

The American Association for the Conservation of Vision, organized recently by the American Medical Association

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and the Russell Sage Foundation, is planning an active campaign to educate the public in the care of the eyes. An investigation of school children in Missouri showed that four out of every ten children need glasses, and only four out of 100 are wearing them. It was proved that defective vision is an appreciable positive factor, handicapping the child at his studies. At the San Francisco meeting of the National Education Association, Dr. Shawan, of Columbus, Ohio, gave the results of a study made by him into the state laws governing the amount of light admitted into school rooms. A physician said that one-third of all blindness is preventable, and spoke with enthusiasm of what will be done when the Association and groups of workers, teachers, doctors, architects, engineers, and parents cooperate. In an organized fight against preventable blindness, eye specialists have a splendid opportunity to help. A special eye clinic at one of the large New York schools for pupils with trachoma has brought about the instruction of these children in a separate class.

Physicians as specialists do not feel the necessity for continuous school cooperation. It has been possible for them to lose interest during the intervals when they are not needed, but when called on they realize the opportunity in this work. Should a specialist be allowed to volunteer routine, detailed work which can be done by nurses or regular inspectors?

### *Open Air Schools*

There is an especially good chance in the open air school for cooperation by outside agencies. The initial move to secure classes which give anemic children a chance to grow normal comes from groups of physicians, from tuberculosis societies, women's clubs, and superintendents, but usually from a combination of two or three of these. In-

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variably the school system is glad to furnish a teacher and school supplies. The hitch comes with the necessity for warm clothing and special equipment, for reclining chairs, and simple food mornings and noon times.

One of the many "first" open air schools is in Providence. The equipment was donated by women's clubs, and the tuberculosis society offered physical care. In Boston the Parker Hill School was started by the Tuberculosis Society, and a roof school in Franklin Park was the joint work of this agency, the Consumptives' Hospital, and the school board. The Educational Society in Manchester campaigned for an open air school which was maintained by popular subscription after the equipment had been donated by a manufacturing firm. In Philadelphia the first public open air school was on the roof of the College Settlement, the result of the cooperation of Phipps's Institute, the Settlement, and the board of education. Any possible help in starting and conducting schools has always been willingly given by state and national societies for the prevention of tuberculosis. Women's clubs and medical societies have been readily interested.

In New York all the examining for the open air rooms now being used has been done by one volunteer physician. When it is decided that a new class shall be started in a certain school the teachers look over their children and pick out the two or three hundred who they think most need this treatment. From these the physician selects some 75 simply by their looks. A careful physical examination is made, and 20 are chosen with predisposition to tuberculosis or in serious anemic condition. The Charity Organization Society supplies a visitor to record home conditions of each child, and pays for the food supplied at the schools.

Open air schools have had tremendous success. Children

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receiving this treatment invariably gain in weight, and are generally considered to do better school work. How much of this advance is due to fresh air only, and how much is due to the extra food, has not been proved. The Committee on the Prevention of Tuberculosis in New York has under way tests to determine scientifically the connection between food, fresh air, and mental and physical progress. When concluded, these experiments will show how much children gain when they receive milk in the morning and afternoon and lunch at noon, milk alone, lunch alone, when they are kept out-of-doors without any food except their luncheons at home, and when they are indoors. Similar experiments are being made by the Elizabeth McCormick Memorial Fund in Chicago.

Twenty anemic children can arouse more enthusiasm in a city than 10,000 not-quite-anemic children, who at the very same time are being made anemic or tubercular from poor ventilation in an ordinary school room. One hundred and fifty thousand dollars was spent on an elaborate preventorium outside of New York, accommodating at one time 172 of the thousands of children known to need preventive care. It looks sometimes as if the emphasis put on open air classes were making us all go backward. Are we forgetting the problem of fresh air for all because of our interest in a few children who need out-of-door work more vitally? The appeal for one society which cares for 25 children with bone tuberculosis voices the dramatic contrast, but misses the moral: "These children are being cured. One has only to visit the class and see the routine carried out and notice their bright eyes and the healthy color in their cheeks, as they sit tucked in their steamer chairs in the bracing air and sunshine; and compare these with the pale faces and weary attitudes of teachers (17,000) and children (700,000) in hot, stuffy school rooms to realize the success of our

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work." What a convincing argument for good ventilation in all schools this open air school might be!

Here is an opportunity for individual physicians interested in tuberculosis to emphasize by volunteer service with anemic children the necessity for adequate, thorough physical examination of all children, for healthful school conditions for all children, as well as special provision for every anemic child. No work for open air schools is of any permanent value until it has been so administered and developed that it can logically be taken over by the board of education. This means budget changes. It means that school commissioners must be persuaded to include an appropriation for open air schools in the new budget estimate. It means that the town must know what the open air schools have been doing under outside management and what they should be equipped to do under the city. It is necessary, therefore, that those interested in the open air schools should outline 100% of the fresh air needs of children, both normal and anemic. They should be able to say that 50 or 500 children need this special treatment, that all other children do not need this special treatment, but do decidedly need the principle of fresh air applied to their school environment.

### *The Crippled Child's Friend*

Who would have thought twenty years ago that the crippled child could attend regular public school classes, take calisthenics, and form part of the school life, while at the same time gaining health by adequate medical or surgical attention and changed conditions at home? Yet all this has come about, and largely through the continuous interest of outside agencies. Guilds for crippled children have realized that their purpose is to make available for the handicapped child the school privileges that normal children take so

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matter-of-factly, to take the place of sound legs and straight backs where possible, by providing a comfortable means of transportation to the school, thus putting the child in touch with all the varied school activities. Any day in New York you will see, driving to or from school, one of the busses of the Association for the Aid of Crippled Children filled with boys and girls, their faces pressed to the windows. Each load is in charge of a trained nurse and a carrying boy to lift down stairs the children who are helpless. Once in the school building, however, the crippled child may be the intellectual peer of all. The Association pays special attention to the home conditions that their charges must be taken back to after the day's work at school. To mothers is explained the child's need for care and nourishing food. If relief is necessary, the Association puts the family in touch with the organized charities, while furnishing from its own funds the lunches and middle-of-the-morning bread and milk at school. Through her home visiting the nurse is often able to persuade parents that a trip to see the orthopedic physician at the hospital is the best thing for the child. Thus parents who have often felt nothing but the burden of a crippled or deformed child are made to think more kindly of him through the interest and sympathy of these outside visitors, whose close connection with the school keeps them from being interlopers.

The problem of the crippled child, though it touches only a small percentage of children, offers exceptional opportunities for cooperation. There is a chance for orthopedic physicians to see that free clinical treatment is accessible for such children and to make hospitals realize the advantages of telling schools what they are willing to do. There is a chance for relief agencies to secure special funds for crippled children's transportation, for lunches and home visiting. It has been proved in several cities that at little extra cost

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the school work can be reconstructed to suit deformed children. Some cities are paying also for the transportation.

Any individual or agency which undertakes to help crippled children, no matter how few of them, should not consider its work well done until every other agency and every interest available for helping is alive to the needs of all crippled children. Yet how much easier it is to be satisfied with the 20 or 30 children actually under our care, with the one open air boat load, the one school room full, and to feel that by caring for these few our work is done! The volunteer worker, who sees that the same interest which helps through a church society or a small guild, one-third, say, of the crippled children in a city might be getting similar benefits for all such children, will recognize that ultimately the supplementary work of an outside agency must become part of the school system. If the crippled child's friend is doing only what a relief agency is supposed to be doing, the existing relief agencies should be made to realize that their work is thus far incomplete.

Those who have offered themselves to this service find a miniature world of cooperation about one type of unfortunate child. They must consider vocational training and placement. They must, as far as science, education, and philanthropy can do it, make normal the child who would otherwise be simply an unproductive tax on family and society. And the child who escapes such care, who is not permitted to benefit by the services of the crippled child's friend, is a living memorial to inefficient cooperation.

### *Hygiene Teaching, Social and Physical*

Our school courses in hygiene are generally admitted to be "preachings," not "practisings." There is talk of fresh air, but our schools are poorly ventilated. The beauty of

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personal cleanliness is explained, and dirty children are tolerated. The bones of the body are studied while adenoids and defective vision go unchallenged. Teachers are teaching hygiene without applying it to themselves or their pupils. Ancient and out-of-date textbooks are still in use.

Scientific temperance instruction is required by law in practically every state, though the Women's Christian Temperance Union has no way of telling what teachers are doing with this section of the hygiene curriculum. The Anti-Cigarette League, by forming school leagues and correlating truancy, retardation, and cigarette smoking, is trying to reach teachers and school children. And yet only recently have physicians and physical directors in schools convinced school officials that hygiene teaching without hygiene living in and out of schools makes book learning and the efforts of interested outside agencies practically futile.

"It is a sinister fact that most of the teaching of hygiene in our schools is a farce," wrote Dr. C. Ward Crampton, director of physical training in the New York schools, where a program has been evolved for practical hygiene with instructions to teachers as to how light may be best arranged, desks adjusted, temperature and ventilation kept normal, and rest periods regulated. Instruction in hygiene, according to Dr. Crampton's plan, should begin when children are very young with stories embodying fundamental rules. The practice comes by making children study, play, and work in the right way. Hygiene maxims are used as writing exercises and as slogans for the home. A typical program for the day starts:

1. Rise as soon as awake. Air the bed clothes.
2. Breathing and setting up exercises suitable to the grade.
3. Washing and attention to the teeth.
4. Dressing and care of clothing.
5. Prepare for breakfast by a breath of fresh outside air, etc., etc.

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When once hygiene is "included in the curriculum," outsiders apparently consider it beyond their power to supervise, watch, and suggest, no matter how inadequate that teaching may be. There threatens to be a broad contrast between interest now given to hygiene, to normal health, and daily practical living, and the interest centered in the absorbing question of social or sex hygiene. The educational committee of the General Federation of Women's Clubs and the committee on school health of the Department of School Patrons of the National Educational Association, through Mrs. Maggie W. Barry, Sherman, Texas, are calling to the attention of women's clubs, teachers, state universities, and normal schools, the essentials of both personal and sex hygiene, the necessity for social hygiene committees and talks to teachers and children by doctors and trained nurses. Questionnaires and suggestions, widely circulated to state and local club presidents, emphasize the need for adequate hygiene instruction, coupled with the need for adequate ventilation and cleaning, and for medical examination of all students in normal schools. Each state club officer is asked to report what is done, so that suggestions from the good work may be passed on to other agencies.

Many agencies are talking, writing, and reading deeply on the question of sex hygiene instruction. Unless sex hygiene instruction is to be treated as only one ingredient in the fabric of health, less important than healthy bodies, healthy environment, and the daily practical living of healthy normal lives, its fascination may mean danger. Besides, no two authorities agree about how sex hygiene should be taught. Some say familiarity with botany and biology from childhood will best tell the story. The fear argument is approved by some promoters, refuted by others. As eminent an authority as Dr. Richard Cabot, of Boston, holds that class instruction in sex hygiene in any way is inadvisable,

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and emphasizes his belief that the personal influence of teachers, parents, and athletic directors on individual children, the "consecration of affection" alone, will solve this difficult problem. There is now a Federation for Sex Hygiene, 105 West Fortieth Street, New York, which supplies lecturers, bulletins, and bibliographies for parents' gatherings and women's clubs.

### *A Substitute for Sex Hygiene Instruction*

Emphasizing for girls health first, and then recreation, general happiness, and well being, the pioneer work of one woman, supported by the Mothers' Congress in Denver, is showing how the dangerous subjects of sex eventually come up naturally and logically as questions to be answered in every girl's mind. Mrs. Anna Noble had training as kindergartner and teacher of kindergartners. She started with groups of girls over twelve years of age in the seventh and eighth grades of the public schools. They meet evenings by special permission in the kindergarten room or assembly hall of their schools. These parties are more like club gatherings than classes. The girls play games, go on picnics into the country, play basket ball, do folk dancing, or listen to Mrs. Noble and some women physicians, who tell them about their bodies and the laws of general hygiene.

Inevitably the questions of sex ethics come up, but in relation to individual problems in the girls' home life, the sort of men that nice girls do and do not know, the safeguards of conventions, the ideals and standard of morals that they are going to live by the rest of their lives.

Through the constant contact in a normal way with girls from 12 to 19 years of age, as questions came up Mrs. Noble had the opportunity for great personal influence. Realizing that if the system depended entirely on the worker's per-

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sonality it could never be used generally in the schools, Mrs. Noble tried and succeeded in making the group-recreation-health-society idea stand on its own merits. "I am making the girls learn how to amuse and teach themselves. They are so eager for suggestions and so quick to see opportunities."

A flood of requests poured in to Mrs. Noble for new circles. More and more were formed. A volunteer from the kindergarten school followed Mrs. Noble to Denver to help out. At last it was perfectly clear that this work was school work, and Mrs. Noble was given an office in one of the high schools, where she is available for consultation by girls and parents. Her position is unique, but she is meeting an evident need. Girls come with notes from their mothers asking her to talk to them. From eight-thirty in the morning until five, Mrs. Noble gives to various groups of fifteen a series of talks on personal hygiene, social ethics, vocation choosing, professions for girls, and the care of children.

The circles are going on just the same, reaching over 500 girls. In the summer time, when most of them are at work in shop or household, the meetings mean picnics once a week, with outdoor games and long walks in the country. Mixed dancing parties have been tried with unfailing success. Mothers are chaperons, and the girls are severe judges of their men friends in the light of Mrs. Noble's standards. Girls are demanding it, and mothers, even the poorer foreign ones, are realizing what safe recreation means to their children and what the mother's place is in the life of girls at this age. Mrs. Noble is not establishing an unnatural relation. She is simply being an efficient friend to all these girls.

This work has had the unswerving support of the Mothers' Congress, and so important does it seem that many Colorado women are looking forward to the day when Mrs.

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Noble will be able to send out a hundred disciples equipped to teach right living to school girls in other cities, and to show teachers how to accomplish the same result. When a member of the school board objected to Mrs. Noble's work as unscientific, the physicians of Denver came forward promptly with a hearty indorsement of it.

### *Health Day in Schools*

When a group of one hundred women starts out to fight for health, they employ ingenuity and variety in attacking manœuvres. The Century Club of Chillicothe is booming health by every means known to women, starting by a general cleaning of the whole town. Each year a "health day" in all public and parochial schools enlists the children. The club arranges for speakers in every room, "30 or 40 citizens, women, doctors, lawyers, commercial men, all giving the time cheerfully, and enjoying it, too." Plain, easily understood rules of health and little bulletins about "How to keep well," in bright red printing on stiff white cardboard, go into the hands of 3,000 school children at the celebration. In every school room in the city are hung large cards with rules such as "Always wash your hands before eating," "Do not hold money, pencils, or pins in your mouth," "Eat slowly, chew thoroughly."

You can see what good copy all this makes for the newspapers, which are "very generous in supporting these movements." The work is undertaken jointly with the Anti-Tuberculosis Society, and both agencies bring pressure on the board of education for needed sanitary improvements. The actual day in the schools last year was preceded by a "health week," when every morning something about health was put in the newspapers. "The first day it was a general suggestion to get busy and clean up. Tuesday we had some

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verses printed that the children were to bring on the 28th day of April; another day there was an article on typhoid fever and the fly; another, the prevention and care of tuberculosis and some health rules."

This year, to encourage healthful and clean outdoor occupation for children, a local hardware merchant is going to distribute packages of lettuce and radish seeds for all the children. In addition to having fly posters on the walls, the children are to write compositions on the fly; prizes for the best ones in each room are "fly swatters" tied with gay ribbons.

How ingenious women are in their campaign is well shown by the story for 1912:

Our plans for health day, which precedes tuberculosis Sunday, are about as they have been for the past two years, as to having speakers for the various buildings. One quotation for the blackboard is: "Go, make thy garden as fair as thou canst. Thou workest never alone. Perchance, he whose plot is next to thine will see it and mend his own." Then we have a homemade sort of acrostic, and some of the teachers have the initial letter on cardboard and fixed to hang about the neck a sort of chest protector; the first child goes to the platform and recites the line beginning with his letter, then the second; then when all are in a row, they say it together:

H —elp to make our city clean,  
E —very boy and girl we mean,  
A —ll can lend a helping hand,  
L —et us form a Cleaning Band.  
T —ake for 1912 the cry:  
H —elp to clean and "Swat the fly!"

The health alphabet printed on cards, one for each child, is:

A is for Adenoids, which no child should own.  
B for right Breathing, to give the lungs tone.  
C is for Cough, which we should not neglect.  
D is for Dentist, who finds tooth defect.

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E is for Evil, of foul air and dirt.  
F is for Fresh air—too much cannot hurt.  
G is for Gardens, where boys and girls play.  
H is for Hardiness gained in that way.  
I is Infection from foul drinking cups.  
J is for Joy in the bubbling taps.  
K is for Knowledge of rules of good health.  
L is for Lungs, where soundness is wealth.  
M is for Milk, it must be quite pure.  
N is for Nurses, your health to insure.  
O is for Oxygen, not found in a crowd.  
P is for Pencils—in mouth not allowed.  
Q is for Quiet, which sick people need.  
R is for Rest—as part of our creed.  
S is for Sunshine, to drive germs away.  
T is for Toothbrush, used three times a day.  
U is for Useful health rules in the schools.  
V is for Value of learning these rules.  
W is Worry, which always does harm.  
X is 'Xcess—indulge in no form.  
Y is for Youth, the time to grow strong.  
Z is for Zest. Help the good work along.

As a scheme for calling the town's attention to general health rules the "health day" works splendidly, forming the basis for more decided and significant cooperation by outsiders along health lines. There are jingles like the following, from Dr. Allen's *Alice in Health Land*, which children can learn and recite:

Mary had a little cold,  
It started in her head,  
And everywhere that Mary went  
That cold was sure to spread.

She took it into school one day,  
There wasn't any rule,  
It made the children cough and sneeze  
To have that cold in school.

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The teacher tried to drive it out,  
She tried hard, but—kerchool  
It didn't do a bit of good,  
'Cause teacher caught it, too.

Health wisdom, sugar-coated but effective, may thus be distributed to thousands of homes. Such jingles stick in your mind. Teachers can make hygiene instruction more vivid by them. A woman's club might offer a prize for the best jingle written by a pupil in each grade.

### *Publicity for School Health*

It is very sensible and very lucky that outside organizations feel the need for professional guidance when entering the field of medicine and health, because a balance of benefits from lay and professional cooperation shows that neither can get along without the other. Perhaps the most illuminating example of all-round, efficient cooperation is being given by Mr. Rockefeller's "Hookworm Commission" in the south. By working directly with county and city superintendents and boards of education, sanitary toilets have been put in every school in the country, and physicians have been sent to all schools to give the hookworm test. School houses are used as clinics and distributing centers for medicine; teachers and pupils are taught to cooperate in making homes sanitary; the state laboratory helps in the tests; and state physicians give talks to women's clubs. The board of health sends out a bulletin with definite instructions and advice, and keeps constantly in touch with the press. By using all the existing official and volunteer agencies, the commission is able to reach practically every person who needs attention, and to focus other agencies' attention on preventive work.

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In securing publicity for school health, lectures given in schools by physicians to parent-teacher associations or other organizations disseminate information and arouse public interest. Dr. Paquin's work in Asheville is an illustration of propaganda. He gave lectures to teachers, pupils, and parents at his own expense, reproducing the stereopticon photographs of the International Congress on Tuberculosis, and numerous illustrations of private and public health, open air life, and sanitary domestic construction. In Canton one physician who sees health problems is giving lectures to county school officers. In another western city physicians lecture regularly in the schools to children and their parents on tuberculosis and communicable diseases. From Paducah a physician writes: "Our schools have not taken up medical inspection for transmissible diseases or dental examination yet. I am doing all in my power to get them to take it up by lecturing to the schools and teachers, all departments of women's clubs, and from time to time writing articles in our daily papers, everywhere meeting with a great deal of encouragement." In South Bend physicians have given talks on tuberculosis to pupils in schools under the auspices of the local Anti-Tuberculosis League. Each talk does twice as much good if adequately reported next morning in the papers.

So much has been written in the newspapers about medical inspection that there is plenty of material to be served by physicians in palatable form to their cities. By subscribing for one month to a press clipping bureau for press notices about medical and dental inspection in public schools you will receive enough details to make any number of interesting newspaper stories. The medical inspector of a small southern city writes, "I believe an immense amount of good could be accomplished by reaching the public through the local newspapers, although I have never tried them." In

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the same letter he deplores the slight assistance offered by physicians and dentists to his work as a volunteer.

All state boards of health and most city departments issue monthly or quarterly bulletins. They can be persuaded to devote one month's publication to school health. For example, the London County Council recently distributed a pamphlet to 5,000 families in London, entitled *Health Hints to Parents*. On the title page are listed: "No scholarships for dirty children; As good as five shillings a week for life; All sore throats in children are suspicious; Windows are made to open; Shut your mouth and save your life." The Council "is determined that no child shall suffer from going to school. There is nothing worse for a clean child than to be brought into contact with a dirty child. The Council intends to protect the clean child." The leaflet emphasizes cleanliness, gives information as to what to do with children suffering from communicable diseases, outlines symptoms of eye, ear, and throat trouble, and asks parents to keep this information where it may be had when wanted. The Washington Monday Evening Club issued a leaflet of *Practical Advice to Parents*, after discovering that a large percentage of children in school were suffering from physical defects. The pamphlet urges parents to have their children examined at once by a physician. Suggestions as to diet and care of the healthy child are given, with tables for average normal height and weight.

While it has been found that preliminary inspection, a certain amount of publicity, and the continuous interest of a medical society, lay organization, or a few physicians, will enable the board of education to appropriate money for adequate health supervision, it is generally felt that a compulsory, or at least a permissive law is a distinct asset. A physician in Kenosha writes that "state authority would be an advantage." Where medical inspection is made only

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permissible or optional it requires a little more energy on the part of those interested to get something actually done. Compulsory laws here are as justifiable as are compulsory education laws, and necessary for similar reasons. Even securing legislation for school health requires the constant care and interest of somebody. In Wisconsin, because of the successful lobbying of the National League for Medical Freedom, a bill was drawn exempting any child from being examined for physical defects upon the parents' objection. In carrying on legislative campaigns physicians have found it of great value to have cooperating women's organizations and representative business men do publicity work with legislators and the public, distribute circulars, write letters to senators, get up meetings, report meetings to the press, study local conditions, and present facts about local health needs.

### *National Associations for School Health*

The American Medical Association has a Public Health Education Committee, which works directly through clubs, settlements, and other organizations. Its program on general health topics includes the need for medical inspection in schools. In Colorado Springs, for instance, lectures were given before the school, before parents' meetings, in school buildings, at high schools, and to dental and medical societies. In Indianapolis addresses on children's health were given to mothers' meetings in the kindergartens. The state branches of the committee are working with groups of nurses, with medical societies, and teachers' associations. Throughout Missouri each woman's club has been asked to have a public school health day, churches have been interested, and newspapers, in securing publicity. In Tennessee lectures on health were given by graphophone records when physicians were unavailable.

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The National Association for the Prevention of Tuberculosis has emphasized at its meetings the need for medical inspection and open air schools. While the national organization has taken up no local work, its influence is exerted through state and local agencies. Tuberculosis committees exhibit charts and pictures among schools and send lecturers to tell how children may help fight the white plague. A little textbook on *What You Should Know about Tuberculosis* has been put into New York's schools by the Committee on Tuberculosis, 105 East Twenty-second Street. The Russell Sage Foundation has a division of child hygiene, Dr. Luther P. Gulick, Director, 1 Madison Avenue, New York, which publishes constantly comparative, suggestive studies of school health.

The American School Hygiene Association meets once a year to discuss problems of school sanitation and health. In 1909 resolutions were passed that all training schools for teachers should give instruction in personal and school hygiene and in the principles and practice of physical training. The program usually includes topics like "The place of the crippled child in the public school system"; "School hygiene and efficiency"; "The health of school teachers"; "The school and the germ carrier"; "The relation of physical defects to retardation"; "Athletics on a hygienic basis."

The American Medical Association has appointed, through its section on preventive medicine and public health, a committee to confer with a similar committee of the National Education Association "for a broad investigation of health conditions which prevail among children in large cities and the adolescent ailments which have a direct bearing on education." This investigation will include, further, the more active cooperation of boards of education and departments of health in reducing child delinquency and crime.

Unique and unexcelled in efficiency has been the League

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for Medical Freedom; but, alas! to most of us it seems on the wrong side of the fence. This organization circulates throughout the country pamphlets, bulletins, letters, wherever any start is made to secure medical inspection or free treatment of school children. Its procedure is almost supernatural; its means of securing information as to who is leading movements for medical inspection, its efficiency, its way of working with the whole of the problem, and its logical, intelligent method of handling material, are all much to be admired. The League supposedly represents Christian Scientists and anti-American Medical Association agitators. It apparently has unlimited means for supporting its thirteen branches and paid secretaries in the field. It is working through school boards wherever medical inspection is under discussion, and because of its aggressiveness and its thoroughness it is altogether too successful. While it is unfortunate that school health must be harmed by a controversy between the American Medical Association and the National League for Medical Freedom, it is perhaps significant that these people whom many of us consider misguided and almost criminal are working with such an efficient method that we, supposedly fighting for the right, find ourselves balked and sometimes defeated. Those who believe that their children will catch scarlet fever if they sit next to a Christian Scientist's child who has scarlet fever must play the game equally effectively, must build large and indestructible foundations of public understanding, interest, and belief. In time, when the American Medical Association shall mean not a group of physicians, but 40,000,000 parents, club women, social workers, ministers, and editors, a controversy will become a campaign.

The chief reason that national and large local groups of physicians interested in school health have not been more effective is that they have not yet appreciated the value

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of lay cooperation. Does any national committee of physicians realize that by "furnishing oil" for the national women's clubs they would reach effectively practically every city and town in the country, while at the same time interesting 800,000 women in their problem? The organization of women's clubs, and through them of parents and teachers, is a fine and intimate network touching the school in many ways. These clubs have no money for propaganda, but they have the ears of their fellow citizens. It would take but a little capital and a few definite suggestions as to just exactly how women's clubs can help, to enliven for action all the threads in the network. Tuberculosis committees are beginning to realize, and dentists more slowly, the advantages of getting lay bodies of women and business men to fight their battles for them.

## X

### THE DENTIST'S MESSAGE

#### *How Awake Are We Dentally?*

THE increasing attention paid to teeth by the general public has a direct bearing on public schools. Hardly a day passes that there are not notices in some newspaper about a new dental clinic or an offer of dentists to do volunteer work. Dr. Osler's saying has become a slogan for the dental campaign, "If I were asked to say whether more physical deterioration was produced by alcohol or by defective teeth, I should unhesitatingly say by defective teeth."

Young as is the dental crusade, a book might be written on the work already done in schools alone. There is still, however, a big gap where citizens and professional men have not felt the dental awakening. In 199 out of 315 cities—and some of them are proud of their progressive, up-to-date reputations—the superintendent, who would surely know if any dental work were being done in the schools, has not mentioned to us the interest of citizens along this line. Many superintendents wrote that dental inspection and treatment were among the most urgent needs in their schools. The answers from physicians and dentists named by these superintendents tell as many stories of lack of interest as of cooperation given. "They are doing nothing; the dentists refuse most arrogantly to consider a clinic." In estimating the number of dental clinics that this country must have in

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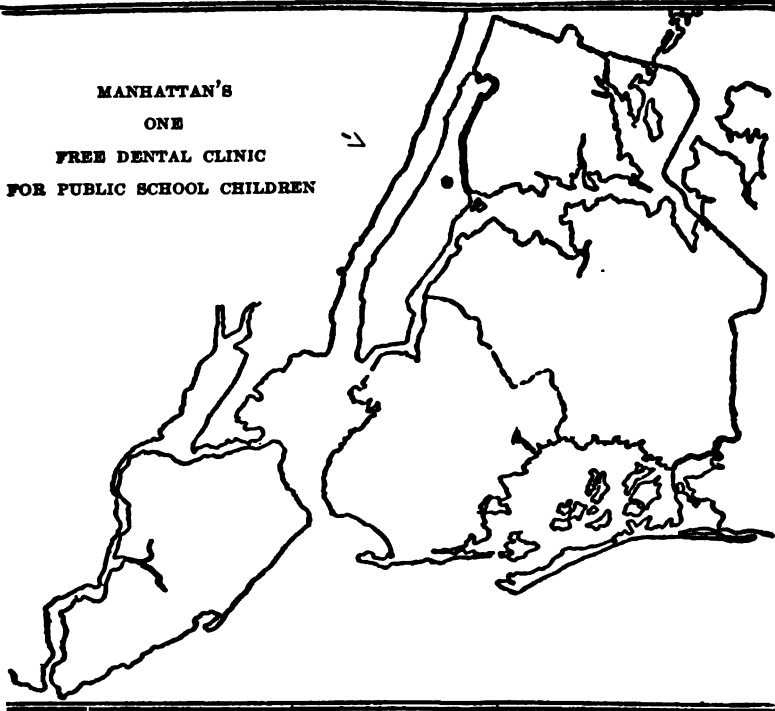
order to take care of school children, it has been computed that for 20,000,000 school children 15,000 clinics are needed, aside from private treatment, which means that "until we have caught up with the need, 30,000 dentists giving half days, or 15,000 dentists giving full time for indigent children only," are necessary. Against this, as a denominator, Dr. Allen contrasts the 100 clinics—perhaps not so many—that have won notoriety through press and dental journals. Women's clubs in only 30 out of 125 cities have considered the question of dental inspection, and in nine cities, of free treatment. This means that in 95 of those cities the women have not been interested even to the point of indefinite "agitating." (Fig. 6.)

The criticism that it is paternalistic will not stop the dental campaign. Nor does having a well-to-do father insure a child against defective teeth. Investigations have shown that a considerable percentage of pupils who need treatment badly are from homes anything but "poor." School inspection is simply to force parents by public opinion to do their own paternalizing and at the same time make it possible for children whose parents cannot pay to receive skilled attention.

Teachers have supported dental care by connecting sound teeth with classroom progress and retardation. In Cleveland, after a preliminary examination had showed that 97% of the children needed attention, and that 50% of school children's illnesses could be eliminated by proper care, an experiment was made with 40 children receiving dental treatment. When tested psychologically for memory and quickness of perception, they showed an increased power of application and work. The details of this experiment are given by Dr. Ebersole in the August, 1911, number of *Oral Hygiene*. Is it not reasonable to expect a child to do better work and make quicker progress with a sound, healthy jaw,

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MANHATTAN'S  
ONE  
FREE DENTAL CLINIC  
FOR PUBLIC SCHOOL CHILDREN



*Fig. 6*

HOW MANY MORE DO NEW YORK'S SCHOOL CHILDREN NEED ?

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no nagging pain, clean digestive operations, and a mouth æsthetically one to be proud of?

### *Origins of Dental Inspection*

The superintendent of schools in Reading asked the Reading Dental Society to show how many children were in need of dental care. The Society drew up a blank on which the exact state of each mouth was registered and sent a duplicate to the parents. In the 8,925 mouths examined of children from 5 to 17 years of age were found some 58,759 defects, including 28,548 cavities in permanent teeth and 14,707 in temporary teeth. This is an average of about five cavities per child. Only one-half of these children used a toothbrush, and only one-seventh had had previous care. To meet this crying need for attention a citizen and the Dental Society have established a free dispensary open five afternoons a week. Each practising dentist in rotation volunteers a half-day, and each man's turn comes about every 30 days. Children apply for treatment to school teachers. Each applicant is looked up by the Associated Charities, and if considered a worthy case is given an appointment. Teachers have received a circular containing important dental truths to be passed on to their children; lecturers have spoken to the Teachers' Institute; letters and newspaper articles have sustained public interest through the local press. In Muskegon the superintendent suggested that dentists make the following proposition to the school board: "You furnish and equip a room in any school building, pay supply bills, and the Muskegon Dental Society will donate one day's work a week." The board accepted, and an up-to-date clinic was started. Children were sent by the truant officer for treatment, and after only a

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seven weeks' experiment the teachers were reporting remarkable changes in former backward students.

These stories show what may happen when the right idea is put into the heads of the right people. It has been proved that anybody may start a-rolling a ball of dental interest that will stop only when the town can boast of spotless teeth. In some cases the preliminary agitation, the necessary bringing together of school and dentists, has been done successfully by women's clubs. With the aid of the Anti-Tuberculosis Society, the Century Club in Chillicothe has interested the local dental society in making free inspections and treating free all indigent children. Materials and tooth brushes are supplied to the boys and girls sent by the school nurse.

The initial move has been taken in other places by a dental society. In Covington the dental association decided to prove at its own expense to the board of education that dental treatment for children who could not afford to get it privately was a good investment for the city.

Almost without exception school work has been done at the start by dentists working without pay. There are few groups of professional men who have given more free attention to those who need it most—the children, poor and rich. Whenever 20 children needing treatment are lined up, there is usually only one response—an offer of volunteer service. An interesting arrangement exists in Louisville, where once a year the local dental association, with the health department physicians, inspects all school children. In another city the dentists themselves suggested that the board furnish a clinic in the high school building that they might give each week in rotation an hour or two of their time, charging only for material used.

Whether the starter is professional or lay, a group or an individual, there are three centers of influence to be con-

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quered—the superintendent of schools, the leading dental society, and the most energetic lay organization. Through the first you have control of principals, teachers, pupils, and their parents; through the second, of individual dentists, small groups and larger, important county or state organizations; through the third, of mothers' clubs, women's clubs, charity organizations, public education associations, and groups of business men and ministers. And the press is always eager for good stories.

From the experience of many communities there are certain good moves advisable anywhere:

Dental hygiene exhibit

Talks at school and parents' meetings

Newspaper stories about dental work in other cities

Volunteer committee of dentists to make preliminary survey of one school

Publicity of results

Program outlined for dental clinics and inspection

Support of lay organizations for board of education's requests for appropriation

Combination of dental and lay organizations to secure a compulsory law

### *Clinics for Free Treatment*

The logical home for dental work for school children is the school. To have treatments demanded as part of the school routine robs them of half their horror. A dental outfit, proudly mentioned by one superintendent as "our own dental chair," will eventually be a part of every school's equipment. One dentist writes in the *Survey* that "dentists expect the movement to grow until free clinics are maintained as part either of the health department or of the public school system in every municipality."

The Children's Aid Society in New York has proved that a clinic in a school can be kept busy by one district alone.

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When the clinic was first opened as a result of the interest of one of New York's busiest dentists, Dr. Arthur E. Merritt, children from private and parochial schools in all parts of the city came rushing for treatment. Each year the teeth of all the pupils in the Society's schools are put in order by volunteer dentists, and any extra time is given to public school children of the neighborhood.

Figures such as these (3,960 operations in 1911) convey but an inadequate idea of what was actually accomplished, of the hundreds of children who found relief from pain; of many more whose attendance at school would have been impossible but for such treatment; the carrying into the tenement homes of those children the lessons learned concerning the importance of clean mouths and sound teeth, and in countless ways preaching the gospel of mouth hygiene and its relation to the health and efficiency of the school child.

For a complete story of the Children's Aid work send for *Oral Hygiene* (December, 1911), Indianapolis.

Though a little more convenient in schools, clinics are serviceable when located in public buildings or settlements. The Denver County Dental Society, while working for compulsory dental inspection, has opened a clinic in one of the poorer sections. Here, in a room newly painted white and fitted with scientific equipment, the dental society, as the guest of a settlement, will treat free all children who are sent from schools or otherwise referred. The dentists say they would have been unable to do the work but for the settlement's offer of a room.

As a means for getting treatments done that need to be done, the dental college is valuable. From a southern city where medical attention is given to children by the board of education comes the message: "The dental college of the city has kindly agreed to treat free of charge all children requiring dental work. This is being carried out in a very satisfactory manner." Two years ago in Louisville it was

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proposed to use the senior class of the dental college as school inspectors, and to give free treatments in the college infirmary. In order to begin dental work for schools in New Orleans, the dean of the dental department of Tulane University offered the school board the services of his faculty and student body.

The responsiveness of dentists to the need for volunteer work is praiseworthy. But like most volunteers they grow weary, and their attendance is usually intermittent and uncertain. It is naturally not to be expected that dentists, when their point is proved, should keep on forever working for nothing. A story is told by a woman dentist who traveled half across the continent in order to see a famous volunteer clinic in the east. The afternoon of her visit she discovered rows of children waiting patiently with their cards of appointment. She waited also until half the scheduled office hours had passed, and when none of the much-praised dentists appeared, she took off her coat, pitched in and did the work. As Dr. Merritt has written of volunteer service:

Unfortunately, the work is one which possesses little that is of clinical interest to those engaged in it; and since all work of this nature depends for its existence upon mutual benefit to the participants, it will be found impossible to continue these clinics indefinitely if they are to depend upon volunteer service. At a comparatively small salary capable young men recently graduated could be employed who would devote each afternoon of the school year to the work. One such should be placed in each school. This, supplemented by the services of the volunteer staff, would add appreciably to the value of the work. Some such plan will have to be considered, if ever the work is to be carried to a successful issue.

In its clinic at the city hall Philadelphia has gone beyond the volunteer stage, as a recent newspaper article tells us:

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Those children whose teeth need attention and whose parents cannot have them looked after properly by a private dentist are at liberty to send them there and have their mouths made right.

Any child suffering with its teeth attracts the attention of the teacher. The teacher calls in the school nurse. The school nurse makes an examination and, where necessary, calls in the district dentist; and the district dentist makes a chart of the child's mouth, with a memorandum of what it needs. It is then up to the parent.

The parent, getting this chart and seeing what is required, must decide either to send the youngster to a private dentist at his own expense or to send him to the dental clinic at the city hall. At the city hall dentists of the best skill and experience will give all children whose parents cannot afford to pay for it the best dental service and put their teeth in the best possible condition.

After this is done the child is given a toothbrush and tooth powder and instructed how to take proper care of his teeth.

Last year 2,561 children were treated and it is expected that the entire roster of the schools will be examined and reported upon this year.

As satisfactory a clinic as one could want is the Free Dental Clinic for School Children in New York, an oasis of cleanliness in the midst of dirt. There is a little white waiting room, and a work room fitted with two dental chairs and the most up-to-date appliances. Upstairs is the extracting room, and it is so arranged that the waiting children do not see those who come out after treatments. There is no chance for tales of how it hurts. Here during 1910-1911 some 8,300 treatments, fillings, extractions, and cleanings took place, and over 1,000 children went out with clean mouths and the knowledge of how to keep them clean.

All this is the result of the conviction held persistently by Miss Marjorie Clarke, a health department nurse working in the schools, that there is no use inspecting children and telling them they possess defective teeth without furnishing the facilities for having their teeth remedied. If parents cannot afford to pay a private dentist—and about

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90% either cannot or do not see the need of it—what are the children to do? How can teachers do their duty by the children who are in actual pain from their mouths? By these questions Miss Clarke interested a New York magistrate and judge, who raised among his friends the funds necessary to open a clinic. The first year it cost \$4,631.31, with Miss Clarke in charge and two paid dentists each day. Children are given definite appointments and expected to keep them. No case is discharged until completely finished, and a record of every treatment is carefully charted. After the first day children will not be treated unless faces and clothes are clean. Meanwhile Miss Clarke is visiting the homes in the neighborhood, seeing whether the children deserve free treatment and, where advisable, urging sanitary changes. Teachers are keeping a record of progress made by the children treated, and say that the clinic has already well proved its educational value.

When Miss Clarke's dream comes true, and each school has its own dental clinic, every child at six years will enter school "whole," without adenoids or abnormal tonsils, with clean teeth and a clean body and eyes properly tested. "There ought to be a law compelling mothers to keep children clean and sound. If no dirty children were received at schools, mothers would wash them and have their defects remedied fast enough in order to get the children off their hands and keep them safe in school."

### *Individual Interest*

Some of the most dramatic situations in the dental awakening are to be found when, isolated among his profession, with indifference in schools and in the public mind, one man fights bravely to educate his community in oral hygiene. In a small Pennsylvania town a dentist sent to school

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teachers and prominent citizens, at his own expense, 200 copies of an address on dental hygiene. The other members of his profession have intimated that it is a "little advertising stunt," and refused to meet him half way. In another city the dentists collectively refuse to consider a volunteer school clinic, and funds for a dentist are going to be raised by private subscription if the common council will equip a clinic. All this is agitated by a single physician, unsupported by a dental organization.

Admitting the heroism of these individuals, it is almost safe to assume something is wrong, and that something is probably the method of working. These cases clearly show the disadvantages under which the isolated dentist is laboring. There are many things he cannot attempt which if done by a dental society would arouse no criticism, and there is little use for the interest of a single dentist if his findings go no further. Investigations "for my own information" are hardly fair when so much depends on passing the information along.

Double opportunity, on the other hand, belongs to the dentist on the school board. Even where funds are lacking to start clinics the presence of an interested person in an authoritative position has a good effect on the community's thinking. In one city where the dentists were not organized a dentist as a member of the board of education emphasized the physical needs of the children. The organized charities of the city and the district nurse association came to his assistance with a school nurse who has been inspecting for dental defects as far as she is able, and where necessary recommending dental care to parents. But the dentist on the board is not satisfied with this arrangement, though it is working effectively, and a dental clinic is planned for one of the school buildings which will take care of all children needing attention.

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Perhaps the most striking example of individual interest in children's dentistry is the Forsythe Dental Infirmary in Boston. In their tentative plans the trustees say that the memorial was given by the brothers Forsythe for two other brothers, and was incorporated in 1910 with an endowment of \$1,000,000. The existence of the institution is due to the fact that "thoughtful dentists and doctors had called the attention of Mr. James Bennet Forsythe, president of the Boston Belting Company, to the great need of public school children for dental care." The infirmary is to be devoted to the care of children's teeth and the practical teaching of oral hygiene. "Just as the sanatoria for the cure of tuberculosis have served as centers for the dissemination of wisdom concerning personal hygiene by the example of teaching their patients, so it is expected that this institution will promote public education in not only oral, but also general hygiene." A research laboratory and museum will be part of the institution. The staff is to be made up of a body of consulting dentists volunteering their services, and a permanent staff selected for their ability. Assistants will be drawn from the authorized dental schools.

The architect's plans include waiting room, sterilizing room, lecture rooms, laboratories, extracting and anesthesia rooms, recovery and consulting rooms, with special facilities for maintaining cleanliness and asepsis. There will be 64 chairs, with accommodations for 44 more. Nothing will keep this infirmary from being a source of blessings to all children who will ever attend the common schools of Boston. The beneficiaries mount quickly into thousands and thousands. There is no way of measuring restored health, or increased working power throughout the lifetime of thousands of individuals. The most significant part of the infirmary's mission, however, will be the impetus which will emanate from it to encourage dental societies, lay organ-

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izations, and schoolmen in securing dental inspection and treatment in their respective cities.

### *Dental Societies' Work for Schools*

The National Dental Society now stands for dental inspection and for educative work with public school children through its permanent committee on oral hygiene, Dr. W. G. Ebersole, of Cleveland, chairman. Publications by state, county, and local associations also show how important is the position now occupied by the public school in the minds of dentists. The societies that are active, the societies that talk like progressives, get into the papers. We read ten stories about what organized dentists are doing for school children, and we at once spread these ten instances imaginatively to cover the whole country, judging that everywhere similar good work is being done. That this is not the case, the situation in any ten cities in your state will prove. Dental societies have only just begun to realize the opportunity before them.

Not all the most progressive societies have come to see the desirability of a lay backing. What happened in Newark shows the advantage of having a strong lay organization thoroughly in sympathy with the campaign for dental examination. The agitation for dental clinics there was started by a group of women and supported by them for two years. Volunteer dentists and nurses did the work, which was largely for school children. After much publicity an appropriation was granted by the city. The clinics were then organized under paid dentists at public expense. Many feel that their fate would have been different if the dentists had not received the unswerving support of the women. It undoubtedly made things easier to have the necessary pub-

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licity secured by an organization which could not be accused of self-advertisement.

For the same reason absence of lay support may hinder dentists in their school cooperation. Nowhere has preliminary work been better planned or more efficiently carried through by dentists than in Saginaw, and yet the school children there are still without dental care. As told in the *Dental Summary*, the campaign began with meetings under the auspices of the board of education, at which talks on oral hygiene were given to parents and school children. A committee of dentists was then appointed to make arrangements. Permission for an inspection was obtained from the school board and from priests in the parochial schools. The inspection was made one school a day, a separate dentist for each room, and in a month all the data were collected. Practically every child was inspected, and only 25 of 3,280 mouths were found in perfect condition. The cavities averaged four to each child. After all this the board of education voted money for six medical inspectors, and the dentists were discouraged. An offer of free clinics was looked on by some of the board as an attempt to gain practice, and the whole matter dropped. There was definite need here for a strong lay organization to utilize the good work done by dentists in awakening public opinion as to the necessity for dental care of children.

In demanding budget increases with which to put school work on a permanent basis lay backing is especially necessary.

### *Publicity about Dental Needs*

I believe our first work is to educate the dentist, the medical man, the educator, and the public. Then later come the operative measures to correct the disease. The operative work is so vast I think it is useless to attempt to stem it with treatment. Education in the case of the teeth

## THE DENTIST'S MESSAGE

could prevent 50% of the trouble that is to come, and that, to my mind, is our work for the immediate future.

Thus do dentists realize that any campaign for education needs the support of the public press. One state association is bravely issuing a series of 48 articles on the care of teeth, written to attract the layman and published in every newspaper in the state. Dental facts are still "news." The opening of a new clinic and the extent of its influence is good reading, and the press has shown itself willing over and over again to tell the story. In Portland, Maine, a group of dentists made an arrangement with an evening paper to give regular space for articles on oral hygiene. Dr. Ebersole cites cooperation with the public press as the most important first step for a dental society's educative work. The story of the Illinois Dental Association and its press campaign is told in *Oral Hygiene*, April and June, 1911.

For any information about up-to-date methods of school cooperation write to *Oral Hygiene*, Indianapolis, and ask which numbers will help you most on the particular point in which you are interested. If *Oral Hygiene* does not tell you what you want to know, ask the Rochester Dental Society, 606 Aitler Building, Rochester, for the copies of the *Dental Dispensary Record* that deal with school work.

To let parents and children, especially, understand the truth about teeth, systematic courses of lectures on oral hygiene have been given in schools for parents and children by committees of dental societies. Parents' clubs and women's organizations are glad to have made clear to them the relation of clean teeth, school progress, and retardation, and to learn how children's diseases may be avoided by dental care. The oral hygiene committee of the Ohio State Dental Society has published a little pamphlet, *The Popular Oral Hygiene Lectures*, based on the experiences of dentists in public schools. As supplements to talks on

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teeth, and as a popular means of propaganda, the Society plans a series of moving pictures from stories of what happens with good and bad care of teeth.

But to interest the lay mind nothing is quite so impressive as the sight of what is actually happening to our teeth. A school exhibit is an excellent way to make children and parents think about what is going on inside by casts of teeth, pictures of mouths before and after treatment, and charts showing how many things can go wrong with one set of teeth. Permission is easily secured from the superintendent or principal to put screens in assembly room or hallway. A lecturer is sometimes sent to explain the exhibit at the lunch hour, or after school, and to give special talks to teachers. When an exhibit is held outside a school building, special arrangements are made with the superintendent for children to visit it with their teachers. Such an exhibit, when free from the stigma of advertising, is welcomed by school officials, and may serve as a starter for a dental campaign. In *Oral Hygiene* for May, 1911, are detailed suggestions for enlarged photographs of common dental defects and for striking questions like:

There are 10,000,000 school children in the United States suffering from direct effect of decaying teeth and unsanitary mouths.

Is your child among them?

In Rochester hundreds of public school children armed with toothbrushes seriously take part in an elaborate drill to music every morning. They have learned the meaning of each move, backward and forward, sidewise, up and down on upper and lower teeth; and as naturally as if it were a gymnastic exercise, with the rhythm of the music to make it uniform, they go through the motions. Each child, poor and rich, owns a toothbrush, and a question of personal hygiene has here become one of school

## THE DENTIST'S MESSAGE

administration. The toothbrush drill has come to stay. It is being taken up in other cities, where toothbrushes are listed on the supply lists of schools. The effect on parents of making a school exercise from an act of which some are blissfully ignorant, and which others associate only with unpleasant home discipline, can be measured in after years when these children have proved what a help it is to growing boys and girls to have good, strong, white teeth.

Do dentists volunteer free treatment for children in your city?

How many mouths in your schools need attention?

How much ill health, poor school work, wasted money can be charged to bad teeth?

What's the use of trying to teach arithmetic to a child whose capabilities are at half their maximum because he cannot chew or properly nourish himself?

What happens to children who have defective teeth but cannot pay for dental treatment?

## XI

### WHERE CHURCH AND SCHOOL MEET

#### *Are Ministers Interested?*

THE traditional interrelation of school and church is almost as inseparable in the public mind as that of democracy and education. Do you know a minister who will not confess that his office includes the obligation of co-operation with schools? He will also probably admit that he has a greater opportunity than others outside the school system have, because he has unquestioned access to schools, to homes, and to cooperating institutions. Yet superintendents in only one-half the cities that answered gave us the names of ministers who had shown interest in public schools.

The assumed close interrelation between church and schools was expressed variously by ministers themselves, who affirmed that: Ministers are vitally interested; ministers have done almost nothing; ministers have been interested in a half-hearted way, but show little practical cooperation; there is some interest, not what ought to exist; lack of interest on the part of ministers is lamentable and incredible; ministers do not interest themselves particularly in schools; the relation to schools is helpful and stimulating; ministers are interested to a considerable extent; they are ready to establish a good moral tone in the school; the interest is deep and sincere; the interest is spasmodic; the interest is not as great as it should be; there is a general interest in

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everything good, including schools; a minister as such is not called upon to attend to all these suggestions given above; we probably should do more than we do.

When ministers in some cities have been quite ready to cooperate, their help has been impossible because the bogey of clerical intrusion is still making Protestant and Catholic feel ill at ease. One minister writes that "the breaking up into denominations prevents a united and growing interest in educational problems." In another city it is reported that the preponderance of parochial schools keeps Protestants from having anything to do with public schools. In Roman Catholic communities denominational feeling seems to have a distinctly deterrent effect on Protestants. Yet when one considers how undenominational are the facts and truths about playgrounds, health, non-promotions, teachers' salaries, and school sanitation, is it not almost a relic of the Dark Ages when differences of creed prevent ministers from uniting on such school problems? How can any denomination afford to let its creed stand in the way of community service?

It was interesting to find that there is scarcely an advanced step in schools which one minister somewhere has not led or supported. Ministers of New Britain have given lectures in grammar and night schools on history and patriotism, which were translated into Swedish, Italian, Polish, and Turkish. When the subject of a dental clinic for public school children was brought up in another city, a Catholic priest spoke at five masses on the necessity of having the same kind of examination in the parochial schools. In Alameda an active campaign for school bonds had the personal support of many ministers, while the pastor of a church in Aurora went to the town meeting and urged adequate school appropriations.

Medical examination of school children was greatly helped

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by the clergy in Quincy, while in New Britain again ministers were partly responsible for securing school nurses. The First Unitarian Church in Cambridge has a social service committee which, with the Visiting Nurse Association, is supporting a school nurse in the hope that the city will take up the matter later. In Manchester medical inspection and kindergartens originated with a minister, then a member of the school board. The People's Church in Kalamazoo started kindergartens and classes for manual training and domestic science, which were taken over by the board of education two years later. In Illinois ministers have helped enforce the state law for scientific temperance instruction in schools. A minister in Quincy, to encourage public speaking, offers a yearly prize of \$10 in gold for the best oration. A minister is the director of a playground association in New London. In Williamsport, at the town meeting, ministers took an active part in the discussion of a new high school building. An investigation of the public schools of Louisville was prompted by the personal study and public addresses of the pastor of one church. It is reported that ministers in Portland are working heartily for a juvenile court.

In telling of these instances ministers seem to feel that the possibilities for cooperation are numerous, but vague, indefinite, and not particularly attractive. The traditional sense of obligation does not seem to stimulate effective initiative in many ministers. From one large city a minister writes that the offers of churches to render social service do not very much affect things. Ministers in two other cities admit that much more might be done, and that there ought to be a closer bond between church and school.

Many churchmen speak of the need for definite information, for an easy way of keeping intelligent about school affairs without demanding information from the school offi-

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cials or going after it first-hand. "We are busy men, and have not time to make ourselves intelligent in cooperating," and "We have little time for the many things you seem to expect." One man writes of the absorbing, far-scattered work of the modern minister. Another gives the excuse that there is no convenient way of gaining information about school subjects, and a third minister writes that they need vital interest in the details of school government. Speaking of the need for playgrounds, one clergyman writes, "I think that because of imperfect information as to what is desired there is lack of interest in this plan."

To meet the desire for information before it is even felt is, of course, the superintendent's opportunity. He is the one to make it easy for ministers to talk about school problems and to secure public support for the improvements he is anxious to make. When superintendents realize the potential helpfulness in active cooperation from ministers of each and all denominations they will make it impossible for any minister to be uninformed or misinformed about school facts and needs.

### *How Ministers May Inform Themselves*

Visiting schools has a double purpose, because the minister carries with him to school seriousness and helpfulness, while gaining the "local color" and details he needs for his writing and talking about schools. The amount of school visiting done by ministers seems to vary greatly and depend upon the personal interest of the minister himself. School visiting is not evidently required by the congregation as part of the minister's duty. In one city a minister "visits whenever opportunity offers." Two other ministers write that they visit schools of their own denomination occasionally. In another city it is reported that no minister is

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ever invited to visit schools. From a third we hear that no minister ever visits the schools save on invitation, while, in a fourth, one clergyman writes of visiting frequently that he may be able to give intelligent help. The usual adjectives attached to school visiting are "occasional," "irregular," and "spasmodic."

School visiting helps establish cordial relations with the superintendents, one of whom affirms that ministers are among his most "loyal supporters." From Muncie a minister writes of the intimacy between the board of education, superintendent, principals, and ministers. The superintendent in Decatur is frequently asked to speak in the churches. In Cleveland ministers are addressed by the superintendent and members of the board of education, and in Mt. Vernon the superintendent has given talks to church clubs of men.

Besides information from visiting, ministers as school commissioners have gained first-hand knowledge about schools. In New Bedford it is customary to have one minister on the school board. For sixteen years in Manchester, New Hampshire, there was at least one Protestant minister on the board, and a Catholic priest now serves. The Rev. John Heyward, for several years president of the Louisville board, secured the establishment of high schools in that city. The information gained by a minister through service on a school board belongs not only to his congregation, but to other ministers and to the city at large.

Several ministers have suggested that they might be invited to attend meetings of the board of education, and be selected as members of local school boards. There is no better way for ministers to prove their desirability as school commissioners than by using effectively the opportunities for helpful cooperation which lie before every clergyman.

Ministers have opportunity to reach school teachers

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through Sunday meetings and Sunday schools. One clergyman in Decatur states that public school teachers make the best Sunday school teachers. In Anderson the board of education urges its teachers to do active Sunday school work. One church in Indianapolis has taken great pains to establish a friendly relation with the school authorities. This makes all teachers feel that they may call upon the pastor at need, while church receptions bring congregation and teachers together. In Alameda a church is used for meetings of teachers, of clubs, and of the board of education. By these means, as well as through newspaper discussion and school reports, ministers may secure facts about schools for use in sermons and talks on school subjects.

### *The Laity League for Social Service*

To keep ministers and churchmen currently informed about school and other municipal needs the Laity League, a group of church members in New York City, sends out information and suggestions:

The board of estimate and apportionment is to act upon the budget for the city of New York on or before the 28th of this month (October). It will approach \$200,000,000.

The departments of the city which are concerned with the health, morals, and welfare of the citizens have presented their estimates. These include many matters which vitally affect the well-being of the babies, children, young people, and workers in your church and neighborhood. The officials in the board of estimate desire the expression of opinion of the church-going people, and are affected by their approval or disapproval of definite items in the budget.

This League has sought the opinion of skilled men regarding the items mentioned in the inclosed pages. There is a possibility that some of them may be cut out of the final budget unless you write the official whose name is on the inclosed envelope stating in the name of the people of your church that you are heartily in favor of each of these items.

For the sake of the few people you know, and the countless thousands

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you do not know in the city, who will be aided by the passage of these items in the budget, may I not urge you to write a strong letter, and to do it quickly? Please inclose the recommendation.

P.S.—The best way to learn of the needs of the city in its various departments is to visit the budget exhibit. It is open daily until 10 P. M. Can you not bring this to the personal attention of other men in your church?

During 1911, 5,000 men of the churches were asked by the League to consider the advisability of having the school buildings more widely used. It is difficult, of course, to estimate how many church people are in this way stimulated to action, or how much influence is exerted by those who do write to the board of education or the board of estimate. "I wish we were able to report a larger and more far-reaching work," writes the secretary of the League, "but the men of the churches will need a large amount of education before they grasp these things." The League is persistently maintaining its efforts to give this education, and is proving that a local group of lay church members can keep alive the interest of ministers and focus their attention on important points.

What shall ministers stand for?

What changes are most necessary in the school system?

How can churches help to secure them?

If the superintendent will not, or dares not, answer these questions, the lay body can at least give the facts and recommendations based on them. The information might be equally well and effectively distributed by a woman's club, a group of ministers who avoid denominational dangers, or by neighborhood church associations. Since budget time is the crisis for school cooperators, the maximum force should be brought to bear then. But ministers and churchmen not kept informed during the year will not be able to speak

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or write adequately at budget time. Since the non-partisan influence of the minister on public opinion is important, it ought to be inviolable by politics or factions as well as by dictates of creed.

### *Sermons about Schools*

As early as 1839 the Rev. Isaiah deGrosse in New York preached a sermon, "To take into consideration the cause of our public schools." After discussing the fact that the public schools were not half filled and that two-thirds of the children were running wild in the city, he ended, "For our apathy and indifference we are strongly threatened to be deprived of these elegant schools."

Many ministers time their school sermons so they fit into a logical period, when, because of opening, closing, or examination time, there is newspaper discussion of school matters. In Washington, D. C., ministers generally give a sermon on schools when they open in September. A yearly service devoted to schools and children takes place in the Park Church in Elmira, while one church in Indianapolis uses "every opportunity to discuss school needs and to present school questions." In Mt. Vernon a bond issue for purchasing school property was the subject of a sermon, and in Cairo a minister preached on vocational education. From Philadelphia we hear that the country should set aside a national holiday when all the ministers will agree to talk about schools. These bits of information suggest topics for sermons:

What is Our Education Buying? (School budget time)

The Child Failure (Non-promotions)

Preparing for Future Life (Industrial and vocational training)

The Right to Health (Medical examination and treatment)

The Basis of Moral Training in Our Public Schools (Accuracy and promptness)

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By addresses to parents' associations, to church groups, and at public school exercises, ministers have another way of passing on information about schools. In several cities we hear that clergymen have spoken to mothers' clubs, and in Galesburg the movement for parent-teacher associations was systematically helped by ministers. The baccalaureate sermon in high or grammar schools is meant as much for parents as for children. Properly handled publicity in local papers gives such addresses double emphasis.

Of course, the type of sermon and address offered by ministers helps to determine whether the superintendent cares for their cooperation and whether he appreciates the necessity of keeping them informed about school affairs. But the more misinformed, theoretical, and impractical a minister may be, the more harm he may do the schools. Ministers are going to preach, and are going to address groups of parents. Their sermons are going to be reported and printed. Is it not far safer to see that they have accurate, up-to-date information?

### *What One Church Has Done*

The value of suggestions in this story will not be decreased by anonymity. It is written by a man too fine to misstate the facts when he says, "As far as I know, my own church is the only one in the last 17 years that has tried to influence for their good the work of our city public schools." If I told you his name you would accept this statement.

He writes first of the yearly meetings held in the church since 1901 in the interest of public schools, of citizenship meetings on Wednesday evenings, when school topics are discussed, such as methods of teaching, manual training, school hygiene, and gardens for boys. He tells of a sermon, coming usually just after the opening of the schools in Sep-

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tember, which is devoted to school questions; of visits to schools during the year on the invitation of principals; of talks to pupils; of Sunday morning talks to parents on their relation to the schools, as, for example, "What Society Owes the Teacher." In the summer time the church does vacation work with boys to "keep them from the recorder's court," by opening gardens in vacant lots where the school boys work and play under the supervision of one of the young men of the congregation. The church persuaded the chamber of commerce to send a delegate to the national convention on school gardening, thus interesting the city business men in the garden plan. When the gardens are running smoothly and have proved their success, this minister hopes that the board of education will be able to take over and extend the work by making a playground along the river and building bath houses. "It should not be a charity."

To bring about more intelligent understanding of schools by the people this clergyman was one of the strongest advocates for the school bulletin, which now gives each month, in interesting form, news of what is being done and what is being planned by principals, teachers, and children.

One feels sure that the work of this church has helped when, in speaking of recent innovations under a progressive superintendent, our minister writes, "It seems now as if everything some of us have been hoping and pulling for were coming all at once." It is not how much has happened as a result of this man's work that counts, but the fact that things do happen when a minister fully realizes his opportunity to help schools. This is the method of cooperation for ministers which the denominational boggy cannot withstand.

### *The Minister's Opportunity*

The informed minister has a threefold chance to help on school problems—as a member of a ministerial associa-

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tion, as one of a lay organization, and as pastor of a church.

Ministerial associations seem to be only incidentally interested in schools, "leaving to chance any assistance." Though occasional associations have been addressed by superintendents, we rarely hear of any prolonged cooperation resulting. One minister sent a questionnaire to members of the ministerial association to find out what had been done in his city. The answers showed that there is no committee on public schools, that none of the standing committees pay any attention to schools, that no ministers ever report doing anything for schools, and that there is no particularly sympathetic feeling between church and school. Our correspondent seemed to feel that this ministerial association would have to broaden somewhat its interests and sympathies before the school would receive much benefit from its cooperation.

The Congressional Brotherhood in New Bedford, however, has a minister on the school board who is responsible for keeping that organization actively interested in schools. Another ministerial association is striving to revoke the law which prohibits the use of the King James version in the schools. It would be interesting to know what position this particular form of cooperation would take in a relative list of school needs not met, as outlined in order of their importance by the superintendent.

Some day a ministerial association is going to astonish the world by showing what can actually be done with an active school committee to arrange for the dissemination of school facts, secure publicity through school sermons, and see that special school items are preached about on definite days by all ministers of the city. This last has proved effective in New York, where sermons have been given on budget needs and charter evils. Ministerial asso-

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ciations have made only a beginning. As individual clergymen become interested in school problems they will find, as the physicians and dentists have found, that it is easier to give community service by working through an organization than by working as an individual. It is comparatively easy for a church conference to call attention to school questions and to see that the machinery is available for uniform work by churches throughout the city or state. The Federal Council Commission on the Church and Social Service has such an opportunity. A central committee can see that suggestions of how ministers can help are sent to local groups, and through them to individual clergymen.

Churchmen are not working alone in their local situations. Through civic and social service leagues, public education or home and school associations, through playground, school garden, and kindergarten associations, ministers have expressed interest. There are also within each church the many organizations, social, philanthropic, and educational, which may be interested by the minister in school questions. In Chelsea a committee from the men's club of one church visits night schools in order to "cooperate in some helpful way." One church society in Montpelier is active in providing clothes for school children; and a Men's Forum, of which the superintendent is chairman, is emphasizing the need for a new high school building.

Some ministers, but apparently only a very few, have seen the possibilities of church club work for schools. It is probably only a question of time before every church will be kept in touch with school problems by its own organization. One clergyman has said, "Church clubs made of parents and friends don't need to be told to help schools"; but they do generally need to be told from the experience of other outside workers and from the needs of the schools, "how" to help.

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Individual churches through their volunteer workers have been doing what settlements do. I know four college women who, because they want to do something "philanthropic," go once a week to a church mission to teach half a hundred little Italian children how to set a table, wash dishes, and make beds. Yet these children, and thousands more every year, are without manual training in the schools. The energy which gets 50 children and mothers of one district to come to church for clubs and classes could secure the same advantage for them, and for every mother and child who needs it, by having schools equipped and opened in the afternoon and evening. But as long as many activities are carried on by churches unconnected with the public school system, though logically belonging there, just so long will it be impossible for boards of education to secure the necessary support for efficiently socialized schools.

How many mothers' clubs are there in the neighborhood of your church? Do they meet in the school or the church?

Have you asked the school board to open a school in the afternoon for your church classes, so that more than the Sunday school classes can benefit by your service?

Are the children who go to your Sunday school and other church classes examined for physical defects?

How many are found defective?

How many receive the necessary treatment?

Would they receive more continuous and effective care if there were adequate school inspection and school nursing?

How many children who come to your classes are truants in school?

Will your interest in their cases lead to securing efficient attendance officers, juvenile courts, boys' clubs in schools?

### *Ethics in Public School?*

What proportion of school children go to Sunday school and public school?

How many hours a year do they spend in Sunday school and in public school?

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People are realizing that the ethical teaching necessary to bring children to maturity with good principles must be given through some more continuous and general channel than the Sunday school. The daily life of the child goes on chiefly under the influence of the public school and its allied activities, the playground, gymnasium, and street. Any moral training that most children will get outside their homes will come through school or not at all.

Teacher and school playmate are strong ethical or unethical influences on every child. What can churches give the school teacher to help her teach ethics? The church's lesson to children must be given through public school teachers, though they certainly do not want to be lectured about abstract morality. What message can be given by churches so that a teacher will realize the beauty and ethical value of every piece of routine in her life, of every relation with her 30 or 50 children? What is more unethical than a dirty school, a poorly paid and poorly trained teacher; a large proportion of children failing each year, or children hampered by remediable physical defects? If churches and ministers cannot teach this, they might as well realize the futility of doctrine which has no easy, helpful, practical application.

Other agencies, non-clerical, have seen the value of teaching morals in schools. There is now a National Institution for Moral Instruction, with headquarters in Baltimore, which will send a lecturer with stereopticon illustrations to talk in the schools on character making. Mr. Milton J. Fairchild does not use theories, but brings ethics "home" by stories of things happening in the life of every child, familiar things like "The True Sportsman," "What People Think About Boys' Fights," and "What I Am Going to Do When I Am Grown Up." Follow-up work for teachers is outlined to supplement the lectures and corre-

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late visual instruction in morals with school work and school play.

### *Vacation Schools by City or Church*

Our cooperation with the board of education consists of trying to avoid the location of schools in the immediate vicinity of those of the board of education. In only the rarest cases is this contiguity noticeable, and then each school appears to reach a different class of children in a different way.

The National Vacation Bible School Association is doing through churches and missions on a small scale what boards of education are doing on a large scale, and it is affecting about 20,000 children in the United States. It claims to reach through its schools a class that the public schools do not reach, and to supplement city schools where inefficient.

Partly to see whether the summer work by outside agencies, churches, settlements, and playground guilds is really doing something the board of education cannot do in New York, and partly to find out how many more vacation schools are needed, the Association of Collegiate Alumnæ made a study of summer facilities for children under school age. An inquiry in other cities would probably reveal a similar situation. At their own very highest estimate the outside agencies are reaching only 11% of the children, and the city schools and playgrounds are accommodating only 36%. As far as can be estimated, 160,000 children in one borough alone will have no place but the streets to play or work this summer. Yet there are available public schools which, if used, would at once almost double the accommodations for children.

The lesson in this report is clear: That the outside agencies and churches which cannot reach more than 11% of the children without great expense for new buildings and grounds would be twice as useful if they used their experience to



**WOMAN'S CLUB: COLUMBUS: PLAYGROUND WADERS**



**PUBLIC SCHOOLS ATHLETIC LEAGUE: NEW YORK: ON A SCHOOL ROOF**



**A. I. C. P.: SEA BREEZE BATHING PARTIES**  
**SUMMER PLAY MAKES WINTER HEALTH**



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emphasize the need for more vacation schools under the board of education and for the necessary budget appropriations. But instead of using their increased attendance roll to show how many more children could be reached by the public schools, the outside agencies say that they themselves are meeting a peculiar need and are not duplicating the city's work. Do you know any one interested in vacation schools who will admit that meeting 10% of the summer need is as important to the community as meeting 90%? Yet that is just what the failure to see the possibilities in the city's work claims.

No one thinks the less of the Vacation School and Playground Committee in Chicago because after it had for years, with funds from 67 women's clubs, opened, equipped, and run 12 vacation schools and playgrounds throughout the city, the board of education made financial arrangements and assumed entire control. The Graffort Club in Portsmouth maintained a summer school of 100 children, teaching domestic science and manual work under the general supervision of the superintendent of schools.

One of the best ways of showing vacation school needs not met by church, city, or any one else, is to locate each school and playground on a map and to estimate the proportion of children not reached by any summer work. Only on such a basis of what we have can we estimate accurately what more we need and just where we need it.

For the history of vacation school development, see *The Wider Use of the School Plant*, by Clarence A. Perry, of the Russell Sage Foundation.

## XII

### THE BUSINESS MAN'S CONTRIBUTION TO SCHOOLS

#### *A Measure for His Interest*

HOW many business men will admit that "the average man is too prone to leave the educational trend to the enthusiasm and more or less discriminating conclusions of women's clubs"? This was written in 1902 by Andrew S. Draper, now New York's state commissioner of education. In answer to our questions about the cooperation of business men with schools, instances have been told which lead one to believe that perhaps matters have changed since then. That the business man, when intelligently interested, has accomplished much for schools is proved by the stories in this chapter. The effectiveness of initiative on the part of business men was shown, for example, when "a delegation from the master builders in Denver made a plea before the school board for vocational training, with the result that plans for a building are now being drawn up." The superintendent wrote this in May, and the next August the school opened with many more applicants than could be accommodated. In Freeport "a few unorganized men pushed the question of new buildings to a successful conclusion after two adverse votes. They simply wore the opposition out." Gifts of \$10,000 were made by business men in Columbus, Georgia, for primary and secondary industrial schools, "to fit boys and girls to earn their own living,"

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and an advisory committee was formed for these schools. In Newark, New Jersey, "business men participate through parent-teacher associations and civic bodies. Indeed, the city is quite wide awake in this line."

The business men, 135 of them, who, the superintendent told us, were most actively interested in education, reported generally that men of their cities had not shown special interest in supporting requests for various kinds of school improvement. In 49 of 135 cities business men have worked for industrial training, and in 48 cities for school buildings. Playgrounds in 46 cities have won the interest of business men, athletics in 38 cities, and in 35 cities commercial training. Thirty-four correspondents mentioned the co-operation of citizens at school budget time, 24 in getting school laws amended and in securing public lectures. Night schools have actively interested business men in 21 cities. In one of these, Montgomery, an educational committee of a business men's organization, with the state superintendent as chairman, started night schools in the factory district. This work is now part of the school system. Civic training through schools interested business men in only 15 out of 135 cities.

Other points on which there has been cooperation are kindergartens and scholarships, using schools for social centers, continuation schools, and school health. Business men in Elyria organized in home garden associations to work with school children; while in another city garden work is carried on by a men's committee directly supervised by the United States bureau of agriculture. In Bellaire a business firm gives "treats" to all the children in the public schools. In Arlington business men were directly concerned with getting a vacation school for the children of market gardeners. The Business Men's Committee on Tuberculosis in Cohoes raised enough money to employ a school nurse,

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who visits each school monthly and induces parents to take their children to free clinics. The Board of Trade in Winston Salem was directly responsible for starting a compulsory system of medical inspection. You probably know of other instances in your city. We actually found men so eager to claim active participation in school work that they even wrote: "Business men have worked through organizations as follows: mothers' clubs, women's clubs."

But lest you think that these successful reports from all parts of the country represent what all business men in all our cities are thinking and doing about schools, the same figures also tell what has not been done. They tell that in 61%, considerably over half, of the cities reporting, business men mention no special attention given by themselves or their colleagues to securing school improvements or meeting school needs. And these men were mentioned by their superintendents, remember, as the ones most closely in touch with schools. They represent the interest of probably 20 business men in 135 cities of 200,000 or 10,000 inhabitants, and they do not speak for 365 other fair-sized cities in our country.

When it is written that men have "been interested" in athletics or night schools or school legislation, it is impossible to tell whether this cooperation included solving 1% or 50% of the problem. Let me quote statements from some other places: "Our schools have suffered and are suffering for more general interest from business men of both city and country," wrote a man who had for years taken an active part in school matters. "Business men of our city give no attention to school matters; they elect an efficient board, vote all the money it asks for, and leave it to its own devices." Such a statement seems to represent the prevailing attitude across the continent. "The taxpayer as a general thing is satisfied to leave it entirely to the board of directors. No attempt on



**BUSINESS MAN—SCHOOL COMMISSIONER: ONE RESULT**



**DEPARTMENT STORE: CASH GIRLS: STATE SUPERINTENDENT  
BUSINESS AND EDUCATION EXCHANGE VISITS IN DENVER**



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the part of business men to meddle." "Beyond a general feeling of willingness and desire on the part of the people to maintain a high standard of public schools, there is not more than spasmodic interest of women's clubs, commercial organizations, etc. Most of the business men give little time to school work, but pay their taxes cheerfully." One of our correspondents is compelled to report a "deplorable lack of interest on the part of business men, at least so far as such interest is manifested by personal cooperation with school authorities." From another state we learn that there is "a general interest, but not where everything is going smoothly." "The community in general supports the board, but there is no committee or organization at work." Another city tells us that neither as a whole nor in any of their organizations do business men show any direct interest. "The board is largely made up of business men, and there is, therefore, no urgent need for forcing them in regard to school matters."

This is a fair selection of answers from cities of all sizes. The men who wrote represent professional, business, and official paths of life. Among them are lawyers and bankers, retail dealers, wholesale manufacturers, real estate men, farmers, an architect, a court recorder, a brewer, a lumberman, a librarian, a newspaper editor, and a shipper.

Is the opportunity to help schools over for a business man when he has paid his taxes and seen that "good" commissioners are elected to the school board? Some of our correspondents, business men, were actually indignant that anything more should be expected of them. "Men bear the burden of taxes for our costly school system without fault-finding." Yet, how many cities can boast unanimous approval of tax increases for necessary school improvements? In several western towns the slowness of school improvement was attributed by the superintendents to the

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bitter feeling of citizens against school taxes. How true is the tradition that good men always pay especially intelligent attention to school elections? Does the annual school election draw a large attendance? What percentage of business men go to the polls? From Portland, Oregon, where business men are very proud of their schools, one citizen writes, "The vote of our school district is small, few people turning out."

The optimism of the phrase you hear so often, "Our schools are the best in the country," comes from a business man's clear conscience when he has delegated to a school board the authority for school administration. His interest, when active, is genuine, his pride is genuine; he would not for worlds have the schools fall behind the highest standards. When anything goes wrong, or when the chance of helping actively is clearly presented to him, he responds.

### *How Organized Business Men Help*

Has your chamber of commerce a committee on schools?  
Has it ever asked the superintendent to speak?  
What school topics has it discussed?

The Commercial Club of Indianapolis is reported by the superintendent to be "very active in creating public sentiment to raise teachers' salaries; in fact, they can be relied on at all times to support whatever is presented to them that relates to the good of the schools." This organization maintains an educational committee, which has shown special interest in school buildings, industrial training, civics, playgrounds, and public lectures. Its cooperation is always welcomed by school officials. Investigations are made whenever the directors think that the situation deserves attention. The Cleveland Chamber has had a very valuable and efficient part in the installing of manual and

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domestic training and in securing new buildings. The Commercial Club of Peru is interested in patriotic observances, and endeavors in every way to stimulate civic pride among school children.

The Board of Trade in Kearney has a publicity committee which gives to the papers a weekly story on special school topics. By this method press leadership on school questions is stimulated. For example, when the superintendent's last report was published, the Board of Trade wrote a newspaper story about the most important phases of school administration to be watched next year, which happened to be the medical inspection law, higher salaries and higher standards for teachers. On Arbor Day the Board of Trade offers prizes for essays written by school children on "How to Make Kearney More Beautiful." At the request of school officials in Greenville, the Board of Trade supported a bond issue of \$40,000 for new buildings, and took an interest in methods of collecting school taxes. Through this organization men have given talks at schools, "thus promoting a better understanding between farmers and town men," and have succeeded in establishing a college for business instruction. In Newark the Board of Trade has a standing committee which has been "upholding the board of education in its requests for money used in all good things." This committee keeps the whole body of business men posted. To its efforts was largely due the securing of a smaller board of education.

The Board of Trade in Winston Salem, besides starting medical inspection as a result of the superintendent's talk before its members, has taken an interest—largely on the instigation of a few prominent men—in school buildings, school budgets, law, commercial and industrial training, civics, athletics, and playgrounds. Through the Board of Trade a dentist arranged to make addresses at schools on

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the care of the teeth, and compulsory examination of school children was afterward secured. Exhibits were held in factories to "show the children the relation of civic conditions in the city and of its future welfare to the success of manufacturing, and to the value of training and physical strength. The children wrote some 200 voluntary compositions on this subject. Through these talks and exhibits to the school children the people of the city have learned many facts about their own community."

A special committee of the Commercial Club in East St. Louis secured the nucleus of a playground fund by selling lapel buttons to their business associates. In Topeka the Commercial Club has arranged for addresses on trade schools, and made an effort to establish an industrial school through which the board of education may cooperate with manufacturing establishments.

The City Club of Philadelphia purposes "to arrange for meetings of teachers on civics and to cooperate with the board of education in a movement for social centers. Definite and favorable relations have been established with the school authorities and with the local branches of the Home and School Association. The superintendent of schools recently asked the directors of the Club to lend him its civic secretary in order to work out an effective system of training for public schools." The superintendent has said that he "welcomes the aid and gladly records the value of such assistance."

The Boston Chamber of Commerce has, besides its educational committee and its advisory board to the High School of Commerce, an advisory board to the Trade School for Girls, to the Mechanical Arts High School, and the Vocation Bureau. In Oklahoma City the Chamber of Commerce maintains an advisory committee to the board of education, "acting with excellent results," even supervising

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contracts for a half-million dollar high school. To stop a certain street railway franchise which would have impaired school property in Seattle, a committee of two representative organizations of men was appointed at the solicitation of the school board to effect a settlement. In May, 1911, the Trenton Chamber of Commerce appointed a school committee which has taken up the question of industrial education. Sub-committees of the Chamber of Commerce in Washington, D. C., make careful examinations of school subjects, cooperate with the School Art League on decorations, and once a year hold a marksmanship contest among school boys for which a gold medal is awarded.

These illustrations show two types of organization. One is the continuous committee of business men, either working toward a definite point or constantly in touch, making suggestions and offering help to the school authorities on all questions. The other is the club which does not keep up its interest throughout the year, but is willing to help at a crisis. Of course, the supposed reason that a business man or organization is at all interested in schools is that the product of them must be used in business, and a certain familiarity is desirable with the mechanism which turns out the product—equipment, conditions of work, and course of study. Pleasant, cordial relations with superintendents, principals, and teachers, especially those in business and trade courses, are most readily maintained through a committee or an individual delegated to keep in touch. It is easy to have a committee appointed. How it can best work, and what it should work for, are more serious questions. A chamber of commerce in a New York city answered our first question, "What have business men done to help schools?" by saying, "nothing." Shortly after came from them the query, "What have other chambers of commerce done?" We answered with instances like those told here,

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and back came the request, "Will you suggest a program of school cooperation suitable for our chamber?" The answer from experiences of other cities is given in this chapter, with the thought that other groups of business men may be asking the same question.

### *The Manufacturer and Industrial Training*

Manufacturers are beginning to realize that in competition under the principles of scientific management the success of an industry will increasingly depend on the working efficiency and mental, physical, and moral caliber of the employees. The natural interest of business men in this direction is being utilized by school people. The commissioner of education and specialists in industrial training throughout Massachusetts have secured the close and constructive cooperation of manufacturers and other business men by showing how shop and school can mutually aid each other.

Some of the most progressive school work, from the efficiency development viewpoint, is being done in schools where boys and girls are largely the children of "hands," and the question of early earning vs. increased earning power must be solved practically. The schools connected with the great steel corporation at Gary have visitors from all over the continent, because the superintendent has been given *carte blanche* to turn out healthy, well-equipped children, and he is doing it by some unconventional methods. In many southern towns where the state expenditure for education is inadequate, mill owners are bearing the expenses of schools and kindergartens and allied educational work, playgrounds and libraries, for all the children of their operatives. A big milling company in Greenville, for example, has worked out the problem of industrial training as part of its village improvement scheme. In the public schools at-

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tended by the children of mill hands there are classes where special aptitudes are fostered. Every opportunity is given the child to become an A1 worker; medical and dental examinations give him a chance for health, and night school facilities in the "three Rs," textile designing, drawing, and engineering, permit him to specialize according to his tastes.

Of course, the companies that consider the education of children as "welfare" work stand out prominently. In contrast, the conditions that exist in some big industries are the more shocking. No company can affect more than its own operatives, or be sure of a continuous supply of trained employees, until it works through state and city machinery to give all children or future employees the same advantages. As experiment stations the "company schools," sometimes half under public subsidy, have great opportunities for showing to all employers the business advantages of secondary education which actually fits for industry. From every mill village superintendents and school commissioners may learn valuable lessons which may be modified for city application.

This "industrial education" must be distinguished, so experts say, from manual training, which is simply education by handwork and does not lead to a trade. Industrial education must be manual training unless it is merely a deadening ordeal unrelated to geography, literature, or mathematics. Manual training in the ordinary public school is, so to speak, to try out those who like handwork and want to be industrially educated. So it has been logically the first step to interest outsiders.

As long ago as 1881 experiments were begun in Boston by a private agency, the North Bennet Industrial School. Classes were brought from the public school to be instructed in a building established and equipped by private gifts. Ten years later training became compulsory in the public

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schools, and industrial work was carried on in connection with other school activities—literature, mathematics, and history.

Any one especially interested in industrial training has, as a member of the school board, a good opportunity to develop trade courses. In Denver the system of manual training, ending in the big, new trade school, was due to the enthusiasm of a business man, then a member of the board, who made a special trip to visit all the eastern schools which gave any sort of handwork.

In a city where business men are not organized it has been found easier for men to secure industrial courses by acting in advisory capacity to an already flourishing woman's club. A preliminary survey of the opportunities for learning trades in your city, and of the courses in the school system which equip boys and girls with a higher earning capacity, can be made by any one.

Can boys in your schools learn to be printers, bookbinders, carpenters, iron workers, etc.?

What do the schools teach girls to be?

How much does the school budget allow for industrial training?

How much is spent on manual training and domestic science?

How many can take the courses offered, and what does the curriculum cover?

In what grade does industrial training begin?

Are there night school facilities for working boys?

Has a continuation part-time scheme been tried to connect the school with the shop or store?

How many boys and girls stop school at fourteen to work?

What is their average earning capacity at this age?

How many of these end in "blind alley" trades?

How much would it cost to establish an adequate system of industrial training, and how much would the running expenses be each year?

For information about trade training, write to the Massachusetts Commission on Industrial Education; or to the

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National Society for the Promotion of Industrial Education, 20 West 44th Street, New York, whose bulletin, *The Organization and Courses of Study of the Compulsory Trade and Continuation School for Boys in Munich*, describes a system famous throughout the world.

### *Day Continuation Schools vs. Night Schools*

Humanity at last is coming to the rescue of the boys and girls who, at work all day, are trying to supplement their schooling by night study. The city superintendent in New York in his last annual report calls our night schools for boys under nineteen a "gigantic blunder"; yet the night school has been necessary to make the public realize that some opportunity for keeping on at school must be given to the working boy and girl. Outside organizations have also fostered the demand for night instruction. In Atlanta a night school for girls was carried on entirely by a group of women assisted by clergymen. It was later taken over by the board of education.

Many thousands of children and adults every year are securing a little book learning, harder earned than their daily bread. These are usually the ones most worthy of having education made as accessible as possible. Having found the night school unsuccessful, we are beginning to adopt Germany's complete system of continuation schools.

Cincinnati has established continuation schools to enforce the state law making compulsory the attendance of all children who are under sixteen years of age or have not finished the eighth grade. The board of education provides sessions throughout the city from four to five in the afternoon and from one to five on Saturdays. Each child attending must present the regular school certificate of age. Thus, instead of being forced to work in the evening with weary minds

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and bodies when fit only for recreation or the lightest of studies, these children can attend school, at the employer's expense, eight hours a week without fear of losing their positions. For children who are already on the road to a vocation this arrangement makes it possible to gain two years of business experience while finishing the required school course.

Evening trade schools and courses in design or commercial training are to enable older children to gain added ability, or perhaps enter a more remunerative trade. In New York the trades unions have come out with a hearty endorsement of evening schools. The carpenters have written their members:

Local Union 247 especially desires to impress upon our apprentice members the opportunity now afforded them for advancing themselves, enabling them to get out of the rut and to insure more favorable prospects for future success than they can possibly expect by the precarious apprenticeship system now in vogue.

Our union will excuse you from attending our meetings during the school term. Grasp your opportunity now. Enroll at once and endeavor to acquire proficiency in carpentry, architectural drawing, mathematics, and other studies the school affords. Principal Henry T. Wood will accord you all encouragement possible. You will incur no expense, and your time will be spent to your personal advantage and to the credit of your associates in Local Union 247.

The pattern makers have gone even farther and declared that all apprentices will have to attend the public evening school, where a course will be given them under the joint supervision of the school authorities and a committee of the union, and from which certificates and diplomas for satisfactory work will be issued, bearing the seals of the board of education and the Pattern Makers' Association. The school committee of the union will investigate the work and attendance of the apprentices, and also make reports on the subject of discipline and curriculum. If the courses

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are overcrowded, members of the union are to be given preference in the matter of admission, although the courses shall be free to the public. This arrangement is bringing back the guild school in the guise of a thoroughly equipped public school.

### *"Taking Schools to the Shops"*

In Cincinnati also is being tried an experiment of field work connected with school work which seems to be applicable in any city and to any line of business. Manufacturers, business men, employers generally, some of whom heartily opposed the plan before trying it, are unanimous in saying that it works. The students in the engineering school of the University of Cincinnati spend half their time in the lecture room and half in the shops of manufacturers as regular employees on full pay. There they put into practice this week what they learned at the University last week. They work in couples; one oils machines or shovels sand for six days in a shop. Next week he goes to the lecture room, and his partner takes his place in overalls. The manufacturer thus has no break in the work done for him, and the boys incidentally earn almost enough to pay for their college course. The University pays the salary of a "co-ordinator," who sees that shop work and lectures deal with the same subjects at the same time and that efficient work is given to each by the students.

As rapidly as possible, similar arrangements are being made for high school and grammar school boys and girls. Business men are so enthusiastic about the scheme that they want it thoroughly tried out. They say the apprentice students work extra hard and are filled with extra ambition to learn all parts of the job quickly. Plain business competition and the growing demands among boys and girls for practical training will make the idea spread. After

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seeing how it works in Cincinnati, do you dare, without a trial, say that it will fail in your city?

Part-time field work to supplement vocational and industrial activities of the school may be arranged through a chamber of commerce or board of trade, or by direct offer from manufacturers and business firms to the superintendent. For the details of the Cincinnati plan, write to Dean Herman A. Schneider, University of Cincinnati; or to the Schmidlapp Fund, which is effecting the cooperation of high schools with shops employing girls; or to Superintendent Frank B. Dyer, who is this year president of the division of superintendence of the National Education Association.

### *Commercial Training*

In the fall of 1911 the New York Chamber of Commerce appointed a committee to study commercial training and schools of commerce in London and other cities, with a view to suggesting changes in the teaching of commercial subjects in New York. The preliminary findings of this committee justified not only the appointment of a permanent committee to study the same questions, but also a special meeting of the Chamber for discussing the findings. As New York was shown to be far behind most of the cities in Europe and some in the United States, specific recommendations were made, among them that a system of commercial examinations be conducted in cooperation with the school authorities. Under this plan successful candidates will receive from the Chamber a certificate for a certain grade of proficiency. It is expected that this will inspire students to an extra effort in order to pass the examinations. Arrangements will also be made by which holders of these certificates will be preferred for employment by merchants. Special courses in Spanish, a free employment bureau for certificate

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holders, a scholarship fund for students wishing to take advanced courses in commerce and foreign languages, are other plans outlined by the Chamber's committee. A half-million dollar fund is to be raised by the Chamber to establish a commercial building for the College of the City of New York. The school officials have welcomed both criticism and cooperation. What has been done in New York can be done in other cities. For information write to Mr. George P. Brett, chairman of the committee on commercial education of the Chamber of Commerce, New York.

### *A High School Advisory Committee*

At a gathering of representative business men held in Boston in the autumn of 1906 the new high school of commerce was the subject of an interesting discussion. The consensus of opinion was that a successful school should be developed by cooperation between the city and the business men. The chairman of the Boston school board suggested that a committee of business men be formed. Representatives of the Merchants' Association, the Associated Board of Trade, and the Chamber of Commerce were chosen to formulate a plan which was adopted by the board of education. From 25 representatives of various business activities five were selected as an executive body to meet monthly. A year later the business men's committee proposed a series of recommendations which, as they hoped, have proved of vital assistance in the development of the school. "So far as it is known, this is the first time that such cooperation between the school authorities and the business men has been effected in this country." The plan has, however, the experience of Germany to presuppose its success in the United States. Schoolmen and business leaders alike are enthusiastic.

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To give students an idea of their future opportunities in business, they are taken in groups to visit business houses. At weekly intervals business men speak to students, and a course of lectures dealing with the local industries has been given by a competent authority. The plan of summer employment, "simple and effective," was also put in practice by the business men's committee. A circular letter was sent to a number of business houses asking cooperation. The boys applied to the employment managers of the firms which offered assistance. The boys brought to their employers a record from the school. All boys who engaged in summer occupations returned to the school upon the opening day and brought with them statements from the several business houses covering the records made in their temporary positions. A circular containing quotations of letters received from business houses shows that beyond doubt the experiment was successful and should be continued during succeeding years.

Through a fund donated by business houses the high school is collecting a technical library and a commercial museum of raw materials and manufactured products. Traveling scholarships enable some students to visit and report on Central American countries or to make special studies in other cities.

Is there any way in your city for boys and girls to get free training in stenography, bookkeeping, and commercial procedure?

What do you think of an arrangement by which high school students serve a portion of their time as apprentices in business houses?

Are there night schools which give commercial courses?

Could you in your business use a number of boys, still in school, for practice work a certain number of hours per week? or in summer?

To interest business and professional men in the annual school exhibit, the superintendent in Selma put this letter in the newspapers:

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Will you need the services of a boy this summer? Do you want a runner for your bank, a messenger, deliveryman, an apprentice, clerk? Why not come to the schools to get the kind of boy you need? By calling at the superintendent's office you can consult the school records and find the boy who knows how to spell, the boy who is "quick at figures," the boy who "stays on the job" and behaves himself like a man while he is on it. You can see a specimen of any boy's handwriting whom you may think of employing. It will prove a double advantage if business and professional men who have occasion to employ boys will look to the schools to furnish them.

(1) More efficient boys will be secured by employers.

(2) Better work will be done in school by boys who expect future employment.

In the mean time business and professional men can do a great service to public education in Selma by encouraging boys to remain in school, by impressing upon boys that employers are looking to the schools to turn out efficient workers, and by employing only such boys as are through school or as are forced to leave school. Will you not use the schools when they can be of service to you?

### *Vocational Guidance*

Are boys and girls able to support themselves when they leave school?

Are children permitted to choose life work according to their personal fitness and tastes?

Do children know about trade opportunities, or do they drift into "blind alley" trades?

Are employers getting the right type of boys and girls?

Are the schools training for industry, commerce, business?

To answer these and a score of other questions, educators and economists have been studying the problems of vocational guidance and training from several points of view: industrial opportunities and demands; where training may be secured; what children want to do; placement and employment bureaus; the schools' preparation for industry; and the need for special scholarships. In New York a committee of the High School Teachers' Association has been

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working on the problem of vocational guidance for individual students in the schools.

The Vocational Guidance Survey in New York, under the Public Education Association, aims to discover from a study of the children themselves—those who leave school at fourteen—what the schools are making of children, and why the children leave. Two typical elementary schools, one for girls and one for boys, have been chosen for an extensive investigation. The committee hopes eventually to be able to answer the questions: Do children have to go to work on account of economic pressure? Do they relieve this economic pressure by the kinds of work they can do? The study is bringing to light facts concerning working conditions, the attitude of the family to the child, the relation of work to previous training, wages received and what they are spent on, hours of work, opportunities for advancement, and changes of employment. On the basis of these returns it is hoped that practical conclusions will be reached about the kind of vocational guidance and training needed by children in each district. For information concerning this study, write to the Public Education Association, 281 Fourth Avenue, New York.

Boston has led other cities so far under the Vocation Bureau, the "inspirational center" for the later comers—the school board's committee on vocational guidance, the Boston Home and School Association, the Girls' Trade Education League, and the Woman's Municipal League—which are specializing on various phases of the vocational problem. By close cooperation among these agencies duplication of work has been avoided.

Every month the Vocation Bureau issues in compact form little bulletins of information concerning trades for men and boys—the machinist, the baker, the landscape architect. Each includes a description of the trade, its pay, positions,



"LEARN TO BE WHAT YOU WANT TO BE": DEMONSTRATION OF SALESMANSHIP. WOMAN'S  
MUNICIPAL LEAGUE LECTURE: BOSTON



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and opportunities, the arrangements made for apprentices, the qualities demanded in the boy, comments from people in the trade and from the health board, a bibliography, and a list of schools which will fit the applicant for the occupation. Over 100 vocations have been investigated, and the results made available for vocational counselors in the public schools and for parents and other advisers of youth and boys and men.

To organize vocational counseling and personal work with individual children is the second purpose of the Vocation Bureau. Groups of teachers and parents must be trained and advised before they can themselves advise children and employers in special trades. So the Bureau maintains a course for counselors which also trains the teachers appointed by the school board to give counsel in schools. Through the Vocation Bureau the board of education has been able to develop and spread its interest in this question. The Harvard Summer School offers a course of lectures under its department of education. Business men are co-operating through the Chamber of Commerce's advisory committee to the High School of Commerce. Mr. Meyer Bloomfield, the "prophet of vocational guidance," and the Vocation Bureau, 6 Beacon Street, stand ready to furnish suggestions and information to other cities and agencies.

The Boston Home and School Association is asking parents what their educational and vocational ambitions are for their children, in order to discover whether or not parents are acting as intelligent counselors.

The trade opportunities for girls between fourteen and eighteen years of age are being studied by the Girls' Trade Education League. Little pamphlets like those issued by the Vocation Bureau are published by the Vocation Office for Girls, 204 Boylston Street, Boston. Among them are bulletins on telephone operating, stenography, dressmaking,

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millinery, nursing, manicuring, and hairdressing. Actual placement in positions is also done by the vocation office.

The latest summary of work by schools and outsiders for vocational guidance is found in the *25th Annual Report* of the United States department of commerce and labor. Chapter XV of the section on industrial education is devoted to vocational guidance.

Any agency can give the initial push necessary to start its city to thinking about vocational problems by making preliminary trade investigations and bringing the matter before parents and teachers. In a small Massachusetts city a woman's club made a survey of trade and professional opportunities, outlining from it a program for vocational guidance to be given by teachers. College women and men with training in economics have here an opportunity for using their sociological aptitude through a church, a settlement, or a teachers' and principals' association. Y. M. C. As. have long been giving advice to their members about trade and professional life. Some branches have secretaries whose entire time is devoted to this.

Sooner or later all agencies interested in child welfare run against the question of children's futures and how we are preparing for them. A worker with groups of girls in high schools and upper grammar grades found herself being asked twice yearly before graduation time, "What shall I do when I stop school?" and the worker who was supposed to teach athletics and hygiene and supervise recreation found herself acting the part of vocational counselor without the information necessary to answer each girl intelligently. She knew nothing about trades open to women in her city, or about the working conditions and wages; yet in order to succeed in her work with these girls she must have these data.

There can be no intelligent guidance in any city until somebody knows the facts. Interested men and women

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can make surveys of trades in their city; arrange informal talks to teachers about the industries children will enter; give talks to boys leaving school; arrange visits to factories and workshops; show where the schools are not meeting business and trade needs; and act as vocational counselors to individual children through committees and boards.

Many people see that a thorough psychological test for every child should be made before vocational guidance is given. As H. Addington Bruce has written:

The business men of the United States are waking up to the great waste of national efficiency involved in the unguided selection of vocations by workers of the country, are themselves beginning to test employees by the rigid methods of psycho-physiological investigation, and are beginning to enforce a vocational change on those whose "reactions" indicate that they are not properly qualified for the work they have set out to do.

### *Opportunities for Vocation Choosing in Schools*

The Women's Municipal League in Boston has approached vocational guidance with the question, "Through what institutions may training for the vocation once chosen by boys and girls be secured?" One of the League's standing committees has prepared charted lists of trade training opportunities. This information has been made available to parents, teachers, and all those interested in giving vocational advice to boys and girls, by distributing the charts widely among schools, factories, and settlements in Boston and its vicinity. It is hoped thus to stimulate the children who had not before wished special training, for the charts show you where you can learn to become almost anything you want. If you need to take advanced courses to be a master carpenter, look at Chart II. If you wish to learn the first steps in millinery, look at Chart I. The third chart will tell just how commercial training may be secured in public and philanthropic schools. For the physically handi-

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capped—blind, deaf, and crippled children—the fourth chart shows just what are the organized opportunities enabling them also to get trade education. There is a special chart for professional schools, and another for institutions where art and music are taught.

As shown on the opposite page, each chart gives the name of the school or institute, the age at which students are admitted, industries taught, supplementary work, special features, requirements for admission, what percentage of time goes to trade instruction and the length of the school season. Where schools require fees the amount for tuition is specified; if arrangements are made for placing students, this fact is noted. Special mention is made of whether the schools are for men or for women, or both, for boys or for girls, or whether they are evening or day schools.

This valuable piece of work by an outside agency suggests an investigation needed in practically every city. When such a study shows that there is no place for a child to get trained to earn his living, it helps secure provision for trade training. The complete story of how the study was made, with facsimiles of the charts themselves, has been published in the U. S. report on industrial education mentioned before. Copies of the reprint and of the charts may be obtained from the Woman's Municipal League, 6 Beacon Street, Boston. They tell the details of methods used, how the interest of volunteer workers, experts, business men, and school officials was finally won. The School for Social Workers helped in making the investigation of special schools, this field work counting toward a certificate.

### *How and Where to Look for Work*

Having chosen a vocation and prepared to enter it, the third step confronting each boy and girl is to secure a "job."

**Principal Opportunities for Vocational Education in Boston. \*Chart No. 2A.**

**COMPILED BY THE**

EDUCATIONAL DEPARTMENT OF THE WOMEN'S MUNICIPAL LEAGUE, APRIL, 1911

**ADVANCED INDUSTRIAL TRAINING.**

(A) Schools for Men. (B) Schools for Men and Women. (C) Schools for Women.

[illegible]

Industrial education offers the student a favorable entrance into the industry. To get the best results such education must be supplemented by actual experience under shop conditions.

**Organized Opportunities for the Physically Handicapped.** \*Chart No. 4 (A and B)

(A) Opportunities for the Blind. (B) Opportunities for the Crippled. (C) Opportunities for the Deaf.

**COMPILED BY THE**

EDUCATIONAL DEPARTMENT OF THE WOMEN'S MUNICIPAL LEAGUE. APRIL, 1911

**(A) Opportunities for the Blind.**

[illegible]

**TO PARENTS AND TEACHERS**  
Below are listed some of the schools that take way the benefits from children and give them chances to be happy and useful citizens.



## BUSINESS MAN'S CONTRIBUTION

For five years three agencies in Cincinnati—the school department, the Child Labor Committee, and the Schmidlapp Fund—are going to study questions of vocational placing, of working certificates, of children's employment, and of the physical fitness of children for trades. The purpose is to enforce by practical cooperation the new child labor law, and the work is under Dr. Helen T. Woolley and five assistants who have an office in one of the high school buildings.

Before any child under sixteen years of age may go to work without finishing the eighth grade he must pay a visit to Dr. Woolley, get a certificate as to his learning, his health, and the necessity for his earnings in the family budget. Psychological tests of these children have shown that waste of time and effort by employers, parents, and children will be prevented when, for example, a girl who is by nature inaccurate and careless does not try for positions which require accuracy of eye and hand. Each of the 2,000 boys and girls who come up to the tests for working capacity the first year registers where he is going to be employed. When he changes his position he comes back to Dr. Woolley for a new certificate.

Besides collecting evidence about the wages paid to children by employers, the same office, known as the child labor division of the public schools, makes every effort to see that the child labor law is enforced and to prevent employment in forbidden trades by enlisting the cooperation of truant officers and factory inspectors.

A special study was begun in March, 1911, of some 650 children, who at fourteen left school and went regularly to work. For several years this group of children will be watched and compared with children who remained in school until they were sixteen and then worked. For both groups, school histories, results of physical examinations and psychological tests, industrial histories, notes on home and

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working conditions, are all being recorded. This study will show whether it pays children to stop school when they are fourteen, whether extra years of school enable them to earn more when they do go to work, whether the present elementary school course prepares children for the vocations they enter most frequently, and what tests are needed to determine the most suitable work for each child. For copies of form cards and the results of the first year's test, write to the child labor division, Cincinnati Public Schools.

### *"The Three Rs"*

Intelligent interest, not wholly altruistic, is being shown in business men's criticism of the schools' product. By pointing out necessary changes in course of study and method of teaching the business man has been of great service to the school. In Kearney, for example, the superintendent wrote: "Last year the leading manufacturing concerns were asked to criticize the product of our schools and to make suggestions how to remedy any faults or defects in our teaching. These letters brought startling replies. The manufacturers were unanimous in their opinion that the school work in the 'three Rs' was not thorough and adequate. Through this valuable criticism, placed before our principals as a cabinet, we formulated entirely new plans, which have resulted in most gratifying improvements."

From numerous employers of many boys, and from organizations of business men, comes a consensus of opinion that our schools need radical changes. If business men combine in daring to show where the schools are not "making good," they should also, so some people say, give credit to new employees who have certificates of special proficiency. One principal has argued that employers, like colleges that announce requirements for admission, should tell what sub-

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jects they consider essential for success in business and what extra training they think desirable:

Business men should show that schooling has value in business life. Then children will not be going to school with the feeling that they are only marking time until they get jobs, but pupils will work at school in the realization that education is a tool with which they can open the door leading to business success.

Business men and large taxpayers are the schools' most important patrons; for when actively enough displeased with what the schools are doing the taxpayers have the power to stop the schools. The tests of efficiency in the "three Rs" are easily made by asking a representative number of children to read, write, and do sums in arithmetic. One business man can collect from his associates a large amount of information about employees who have spent months, even years, in learning how to add and spell and obey orders. Confronted by this evidence, the burden of proof is on the schools.

Here is a specimen of the scholarship of a boy of fifteen, American born and bred, who had been promoted to the grade of 8-A, the highest but one in New York's grammar schools, as written from dictation:

They attenmed no roush gass, therefor, at that stage of the problem. 'Boys also out teacher said, ' like to have it,' Thought, when it get into a boy poctey, I belived it is oftended say to burned a hold there. Instinly twenty out stretch hand indecake an idle demaning utterans in twenty head 'if you pleas 'sir' I know what it is' 'Well, what is it?' 'a pice of cold?'

Here is the same passage "corrected," the teacher spelling out each word dictated, the pupil writing his version of the spelled-out dictation:

They attended no rash gess, therefore at that stage of the problem. 'Boys also our 'teacher said' like to have it' thought when it get into

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a boy potet, I belive it is often said to bruned a hold there, Instlaney  
twenty outstretch hand indicate an idle 'If you pleas sir' 'I know what  
it is' 'Well what is it' 'A pice of cold?

Will you make a "rash guess" at what the teacher dictated?

### *Wasted Capital, Non-Promotion*

It is often argued that school work cannot be judged by monetary standards, that tests of efficiency in teaching and school administration are not possible because of educational values which are not measurable; yet ultimately every detail of school work comes under the budget test: Is it worth while, measured by opportunity and result, to spend what is being spent, more, or less for each object in the school's program? School expenses are measurable on a child-hour basis.

One of the greatest wastes of school money comes with the necessity for giving to thousands of children every year the same instruction, the same textbooks, and the same tests that they had the year before. Superintendent Elson of Cleveland has estimated that one-eighth of the money spent on education goes to pay for repetition, maladjustment, and the failure to see the needs of school children and their interests.

Recent studies stimulated by the United States bureau of education, the Bureau of Municipal Research, the Russell Sage Foundation, and many individual superintendents have focused the attention of schoolmen and outsiders on the problem of non-promotion and its causes. It is necessary first to find the retarded children, those who, for some reason or other, have been checked in their normal rate of progress through school.

How far from easy it is to discover overage children, many school reports prove. Here ages for this year are used with

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grades for next year. The result is that thousands of children who need special attention are never found. An *Efficient Citizenship* bulletin by the Bureau of Municipal Research shows that a child may fail four times in succession and not be considered "overage."

In comparatively few cities are written statements required from teachers at promotion time telling why each child has not been passed on to another grade. The causes given include irregular attendance, lack of attention, poor home conditions, and large classes. All of these causes are remediable, and most of the remedies are in the hands of school officials. Catch-up classes enable children to make their grades at the last minute. Summer schools enable unpromoted children to enter with their class in the fall. Parents can be warned in advance, as in Elyria, Marlborough, Flint, etc., by a regular form letter, and asked to see that children do better.

In terms of how school money shall be spent, are we to pay more money for more teachers if the teachers we have are not efficient? Are we to increase the staff of attendance officers, if truant officers are not doing what they might? Is it worth while having 50,000 children clog up the regular courses of the school, when money spent on teachers of special "opportunity" or ungraded classes would let normal and extra-bright children go ahead faster? How much money is wasted when children are repeating sometimes three years in succession the same grade of work? In terms of discouragement to the children and ennui to the teachers, preventable retardation is inexcusable. When you consider that the problem affects a million children each year in the United States and \$60,000,000 of wasted capital, can you deny that it is worthy the attention of business men? For questions, blanks, and information, write to the United States bureau of education; the Bureau of Municipal Re-

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search, 261 Broadway; or to the Russell Sage Foundation, 1 Madison Avenue, New York.

As Superintendent Elson says, positive data about failures must serve as a basis for administrative changes. Many superintendents all over the country are evolving ways and means of coping with retardation, like departmental teaching of sixth, seventh, and eighth grades, or ungraded schools where promotion takes place just as rapidly as the child is through with a subject. In dealing with the problem of retardation, sooner or later you will be brought in contact with nearly every detail of school administration, equipment, teaching, health, and recreation. Superintendent Morton of Marlborough says in his last report, "Every child saved from repeating, and every child accelerated without lowering the standard of brain development or the vitality of the child, represents a saving to the city of approximately \$30; to the home at least \$100, and to the individual child in confidence in his own ability to achieve, in more knowledge, greater power to meet the problems of life, and a longer period of productive activity—a value that cannot be estimated in money."

### *Talks in School on Business Success*

There is perhaps no simpler way for the average business man to cooperate with public schools than to tell groups of school boys about business, and what is necessary to achieve success in business. There are many things that a boy needs to know, things which will have more effect coming from one who is in the field than from a teacher. Mr. G. H. F. Schrader, the apostle of *Pay Public Schools* who used to employ hundreds of men and boys in his factories and business houses, felt so distinctly this need that he published and circulated widely a little pamphlet entitled *Business*

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*Advice for Boys.* This booklet of "dos" and "don'ts" includes talks on "The Employee," "The Start in Business," "Buying and Selling," "A Man Fails in Business Through His Own Fault."

Members of school boards or local boards can arrange to have friends talk in high and upper grammar schools, to have meetings in the evening which discuss business opportunities, and to connect these talks with the need of vocational guidance as felt in each school.

Talks are sometimes arranged, as in Carlisle, by a civic club of women, and in Cleveland through social center evening meetings in the schools. Weekly lectures by business men are given in the high school in Greenville, and in Portland, Oregon, representative business men are occasionally asked on patriotic days to make addresses to children. Here also the Commercial Club once a year calls for volunteers to speak in schools for fifteen minutes on matters pertaining to business careers. "There have always been enough speakers." Children are also asked to help the Commercial Club "boom" the town by writing letters to eastern friends describing the advantages of Oregon.

Have not you as a business man something valuable to tell boys in school about:

The three qualities necessary for business success,  
Recognizing an opportunity,  
The boy who makes extra effort,  
How the new office boy is likely to fail,  
What the average employer wants,  
The opportunities waiting for boys in business?

Men who are interested in civic affairs, politicians, heads of city departments, bankers, wholesale and retail dealers, may do a great deal by presenting problems to civic classes, recreation center groups, at opening exercises or evening

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meetings. Boys' clubs, Y. M. C. As., debating societies, teachers, and principals are glad to have offers from speakers.

### *School Savings Banks*

Training future depositors in habits of thrift is becoming part of the legitimate work of the modern Savings and Loan Association. In Corning a juvenile annex of the Savings Loan Association was organized. In another city an arrangement with the Postal Savings Bank was made by a prominent drygoods merchant who took out cards at the initial amounts for 1,500 children, white and black. These boys and girls became independent depositors as soon as their pennies amounted to fifty cents. Prizes were offered at stated intervals for the largest accounts entered in bank books. The bank in P. S. 77 in New York is like a real bank with an advisory board of schoolmen, bankers, professors, and a member of the local school board. Occasionally banks are run by the pupils themselves in connection with their arithmetic work.

The idea of school savings banks was developed in America by Mr. J. H. Thiry, of Long Island, who, to encourage economy and thrift in schools, introduced the first bank in 1885. They now exist in nearly 2,000 schools, with savings amounting to over \$5,000,000, and in New York the board of education has appointed a special committee to see that banks are started in every school. The advantages of saving, of learning so early the mechanism of banking, are indisputable; so are also moral issues which hinge on knowledge of money values and on habits of saving.

Women's clubs have sometimes taken the initiative in banking schemes. The Civic Improvement League in Kalamazoo has a savings collector who has offered to introduce systematic savings throughout all the schools. The

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Social Service League of Middletown has a penny provident fund with 140 depositors in the schools.

Outside enthusiasm, however, cannot take the place of continuous interest and cooperation on the part of teachers and principals. They are the ones who make or mar a savings system. As a director and adviser especially, the outsider gives valuable cooperation.

### *School Legislation*

Every year so many bills come up before state legislatures that supporters are torn to pieces trying to "father" them all, and the concentrated backing necessary to secure passage cannot be given. Health bills, charity bills, civil service bills take the attention of those citizens most interested in educational measures. And it takes so long to get measures through! Perhaps it is a good thing that legislation is such hard work for the supporters of bills, otherwise our schools would be law-bound in every detail.

There are, however, certain fundamental laws which are important to the outsider interested in schools.

Has your state a compulsory education law?

If so, are adequate attendance officers provided for enforcing it?

Is there any provision by law for having a school census taken?

Has your state a minimum salary provision for teachers?

Is there a law demanding certain requirements before teachers may be licensed?

Does equal merit receive equal pay, whether in men or in women?

Is medical examination for physical defects made permissive? compulsory?

Is the state appropriation adequate for school purposes?

Is the board of education too large? paid or unpaid? commission form?

Is there a state law making expenditure permissible for industrial training? recreation centers? dental clinics? playgrounds?

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A committee of business men or women or a public education association can act as the concentrating force in a legislative publicity campaign, to keep the good citizens from scattering their interest on ten different bills and consequently missing fire on all. Some central agency must send out the call for letters to senators and assemblymen, must keep the newspapers supplied with copy, use facts from other cities and states, get up public meetings, and arrange to have delegates at the state capital. Such a body, well known, non-partisan, with a fact foundation for arguments, is the magnet for much wavering interest among individual citizens.

Several civic clubs can justly claim a part in the passage of new school codes. The parent-teacher associations of Chicago and Illinois, cooperating with the principals' club, secured double the state appropriation for schools. This meant writing to legislators, distributing literature on the subject broadcast, and sending speakers throughout the state. The story of a state legislative campaign carried on by the women of Michigan is told on page 188. In Kansas City a committee of the Athenæum had bills for compulsory education and a library commission framed by competent lawyers. All members wrote to their representatives in the house and senate. The chairman of the committee spoke before the legislature and "stayed at Jefferson City until the bills passed." The Public School Alliance of New Orleans secures general discussion of school legislation through the press.

What an outside agency may do for school legislation is told in the report of the Massachusetts Civic League, 3 Joy Street, Boston. When the law for compulsory medical inspection was before the legislature this committee made a thorough study of systems in other cities and developed a large committee of superintendents, physicians, and others

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interested in the question throughout the state. Each member acted as a separate agitation center for his community. A bill was prepared and steered securely through the legislature "because everybody believed in it and there was no substantial opposition." Legislation for school nurses, playgrounds, and for a smaller school board has been supported intensively and continuously by this organization. The motto of the League tells concisely what it aims to be:

A lens to focus public opinion

A live wire of the public will

It will make half an hour of your time tell in social results.

### *School Voters' Leagues*

Who should be a school commissioner?

What should he know?

How do former commissioners rank according to the opportunity they had?

What should the public know about school candidates or appointees?

Once a city standard is set firmly in the public consciousness of what a commissioner should know and do, and how he may know and do it, the appointment of men and women who do not come up to the standard is made more difficult. The School Voters' League, 184 Boylston Street, Boston, aims to study the candidates for office and the administration of the public schools of Boston, to bring the results to the attention of the public, and to assist in electing suitable persons to the school committee. This is done by organizing the vote on school matters, by serving as a bureau of information, and by distributing among members publications and leaflets which state facts about the school problems that commissioners must solve, such as large classes and teachers' pensions. By this method the usual slump in public interest between school elections is avoided and an

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intelligently trained constituency brings to bear on candidates its forces of information.

It ought to be impossible for any school voter to avoid knowing what the position of school commissioner demands. Voters' leagues tell the truth about the requirements of the office, and the amount done by those last in office. They are able, by keeping all agencies informed throughout the year, to point the way for wise choices on the part of parents' associations and other organizations. Any judgments about candidates must, of course, be non-partisan, based on facts, on a record of former service, or on tests of ability to meet special problems. When everybody agrees what a commissioner should know and do there will be more unanimity of opinion on what a commissioner should be. Everybody will at least have a chance to agree if a central body, like a Voters' League, uses press, magazines, pulpits, civic agencies, and its own members to tell the truth about school problems and how commissioners now in office are living up to their pledges.

When the Philadelphia school board was reorganized the Public Education Association brought out five qualifications which it considered indispensable for candidates, but these dealt with what candidates should believe, not what they should know. In Ridgewood a committee of delegates from the woman's club and the men's Voters' League arranges for the school election by mass meetings and concentrated support on the desired candidate.

If the question of bond issues for buildings comes up, or of budget increases for school improvements, a Voters' League can turn its guns of fact on the electors. As long as the public is allowed by school officials and outside agencies to remain in blissful ignorance about school facts and the meaning of routine administrative actions, just so long will school elections be fraudulent and school funds misappropriated.

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Any agency interested in schools can make school elections mean something, can make it hard for totally unfit commissioners to be appointed, and can change school meetings and town sessions about school funds from a farce into a power. Organizations of business men, like the City Clubs in New York, Chicago, and Philadelphia, have, through their meetings and discussions and through the varied interests they represent, an opportunity to keep the public awake before election and budget times and to pass judgment impartially on school commissioners.

### *Business Men as School Commissioners*

Several recent magazine articles have noted the growing interest of college students in civic, municipal, and political reform. Is it safe to conjecture that not once in any reform league program is mentioned the question of school administration? The man with a college degree or business training has an opportunity through numerous agencies outside the school to fit himself for efficient service later on as a school commissioner. Why should it be necessary for a man to spend six months after his appointment to the school board in finding out what the mechanism of the school system is? One man, recently appointed to a board, in answer to our questions about what sort of cooperation the schools had received from outsiders, said: "I am not yet very familiar with the work of this board or any of the questions you mention. The board is made of nine busy, if not business, men serving without pay." Statements like this are great arguments against unpaid boards of education.

The standard for service on school boards was brought up at a recent charter hearing in New York when the plan for a paid board of education was under fire. It was stated

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over and over again that there is a wealth of willing service from business men ready at the call of the schools. Criticisms of the "willing service" rendered by the board then in office showed clearly how far it was from coming up to the standard of what is fit service for public schools. Whether commissioners number five or 50, are elected or appointed, is not as significant as whether the public knows that commissioners are or are not using their powers and opportunities. The following description of the powers held by school board members in New York was made by the Bureau of Municipal Research when a commissioner resigned because he "could not get information" about the schools.

As a member of the board of education, Mr. — (1) received minutes of the meetings of the board of superintendents, (2) received monthly reports of attendance and register for all schools by districts, (3) was specifically given the power to inspect the results of examinations, (4) had power to examine all the original books, reports, and records of the department of education to the fullest extent.

As a member of a local school board Mr. —'s power to secure information and to affect standards of efficiency was very broad. He had the power to inspect the schools of his district, which, as stated in the charter, means to require information from those schools with respect to: Attendance of pupils, punctual and regular attendance of teachers (irregular attendance is cited as one cause of non-promotion), the fidelity of teachers, progress of pupils, ventilation of school rooms; efficiency of teachers, wants of his district, dereliction of duty on the part of the superintendent of supplies, superintendent of school buildings, the city superintendent, or any of their deputies or assistants, or the employees in their respective departments, facts relating to discipline, etc. He could have made charges of dereliction.

Unwieldy boards out of touch with details of school work are not unavoidable. Should not every college man, for example, in preparation for board service, be confronted with school problems as part of his general education? Once on a board, realizing as they must their own lack of preparation, commissioners seem to feel little responsi-

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bility for training other men to take their places. This is shown by the mild interest displayed by board members themselves, when cooperation has been offered by business men. From one city we heard that the "board does not welcome help offered by business men." The "not" is emphatically underscored. In another city it is thought that the board would welcome the business men. In a third the business men's cooperation has never been asked for, while in a fourth the school authorities seemed "quite indifferent." On the other hand, a story from Portland, Oregon, tells of business men at board meetings where their criticisms were solicited. "They look on the matter as a family affair, and gladly discuss *pro* and *con* all questions concerning the administration of their district."

In deciding what standard should be held for a school commissioner it has been found occasionally that a certain type of business may keep a man from service, however efficient he may be. From a southern city a gentleman who served for years on the school board and brought into the system many good things asks us not to use his name because "most educators will not be reconciled with any phase of the brewing traffic with which I am connected. My interest in the movement you have in mind might estrange some valuable workers."

In the 500 largest cities between 4,000 and 5,000 men and women are now having the privilege of giving service on school boards. In the next ten years probably 12,000 men and women will have a chance to better conditions in their cities by service on school boards. Will the most be made of these opportunities?

### *The Business Man and the School Budget*

"It has always seemed to me an absurdity that citizens should be willing to invest \$110,000 in a business and

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then not show the least interest as to how that money was expended," writes a superintendent.

One advantage of an organization of business men which has a standing committee on school affairs is that when something comes up which is over the heads of the average citizen, the committee can interpret facts to the public and guide public opinion through informed leadership. By vitalizing and popularizing the school budget when it is being discussed by the city officials an organization of business men can perhaps do more good for schools than in any other way.

When is the budget voted? Is your school budget classified?

Is it possible for the board of education to use money voted, for example, for open air classes, to increase salaries?

Are the supplies inspected by a central office?

On what records are increases in the number of teachers and buildings figured?

How is it possible to find out what provision should be made for new pupils next year?

Is there part time in one section of the city and vacant room in other sections?

Are teachers of special branches doing work which can be done by regular classroom teachers?

Is the school budget explained in the press so the town understands it?

In your judgment has adequate money been asked this year for buildings, salaries, equipment, special activities, industrial training, night schools, physical training, playgrounds?

Is there any public hearing on the school budget?

How many business men attend?

How many speak?

The New York city budget is voted in October. The estimates are due from departments the preceding May. The Brooklyn League, a business men's organization, has its suggestions for next year's needs before the board of education in February. To influence the school budget cooperating agencies have found it important to begin

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work with the board of education before its estimate is decided on. After the board has made up its mind all the arguments and talk in the world will not help, probably. Then the money voting body must be convinced that the town knows what it is talking about when it stands for a dental clinic or a vocational school. This can only result from convincing the town that advocacy is based on facts.

The average remarks about the school budget show that there is probably less intelligent interest in this subject than in any other you can conveniently mention, yet educators and philanthropists are surely coming to realize that fundamental understanding of schools is impossible without efficient school expenditures. To see how extensive is the interest of business men in budgets we asked a question about hearings on budgets and the business man's interest and participation in them. It was brought out in the returns that in only 10% of the cities answering was there any sort of public budget hearing. In 14 cities only out of 135 do business men speak of attending and participating in discussions about next year's school appropriation.

The lack of intelligent budget interest from men whose personal business is run efficiently has been variously and fairly explained: "The town is liberal, no controversy has come up with regard to the school budget which will demand a hearing." "Town finances, which include the school finances, are accepted in open meeting. Men do not participate." "There are discussions on the school estimate, and they are open, but citizens do not take part." Three comments from one city show how variously a single fact may be reported: (1) "The annual town meeting is quite well attended by those especially interested in education"; (2) "Annual meeting of taxpayers to levy the tax is on the basis of a New England town meeting, which has

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long since failed to be a useful institution"; and (3) "The taxpayers' meeting is very much of a farce. Only about a hundred people attend."

At the annual taxpayers' hearings in New York the session on schools is attended largely. Representatives from the Public Education Association and taxpayers' associations, as well as teachers' and principals' organizations, speak. The outside cooperating agencies usually defend increases necessary to take in socialized activities as part of the school system. Those speaking for the taxpayers' association usually object to increased school appropriation for any purpose whatever, and the consideration of schools as "eleemosynary institutions." At one lively hearing a few years ago a board of trade protested strongly against several items necessitated by so-called "fads and frills." Only in this way could business men effectively express their unanimous criticism of the curriculum which was neglecting the "three Rs."

Who will not agree that any one thinking or speaking or writing about budgets should honestly and intelligently

Oppose added appropriations which are not supported by facts proving the value of suggested improvements;

Show where, if at all, the funds necessary for improvements may be secured by doing away with present waste and incompetence in the city's business;

Base their support of budget increases on specific information which has been made available and significant to the public?

## XIII

### HOW SUPERINTENDENTS USE COOPERATION ASSETS

#### *The Kind and Amount of Outside Interest*

"TIME and again," writes the professor of education in a large university, "I have been exasperated at the slowness with which city superintendents of schools respond to outside suggestions."

Each superintendent has a different mechanism to work with, according to the size and wealth of the town, the progressiveness of taxpayers, the number of volunteer organizations, the kind of people who make them up, particular school needs and school problems. There are towns and citizens, it is true, whose assistance does not seem to have any value whatever, but men and women of vision are realizing that the school's opportunity for usefulness includes more than the education of boys and girls from six to sixteen years of age. What the school can give the town is perhaps not a fair exchange for what the town can give the school, but keeping outsiders informed on school matters has become just as much a part of logical school work as the printed curriculum. Citizens as intelligent, thinking, public-spirited individuals need to know how their school taxes are spent and what sort of education they are forcing on the city's children. Organizations of men and women need to know what definite next steps remain to be taken in school improvement. Individual workers, especially women of leisure, need to see the opportunities for social

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service through public schools. The superintendent is the man to make all this clear. The more hopelessly apathetic the public, the more noteworthy his success.

A progressive superintendent may be hampered by an over-conservative board; another may have had unfortunate experiences with outside "interference"; a superintendent in a new town thinks, perhaps, that he has no outside mechanism with which to work, while there may be a fourth who dreads the publicity which outside assistance in new movements seems to entail. One schoolman, after struggling for three years in a city where almost all the parents commute to their work, has finally succeeded in interesting fathers and mothers in school problems. He writes that both schools and teachers are receiving fresh impulse for better work; and while he believes that only the "superintendents are able to diagnose their own cases and furnish remedies," in the same letter he describes ways of winning parents' interest which are suggestive for all other cities of about the same size.

How far from universal is outside interest in schools, statements like these show:

Our people do not give any special attention to any school matters.

It has never been customary for outside agencies to give much assistance in the administration of schools.

In some cities the superintendent seems to be practically isolated as far as interest in education is concerned. Take as an illustration a northwestern town whose population has doubled itself in ten years. The problem of securing enough rooms and desks for the extra children is so pressing that it leaves little money for progressive steps. No outside help, limited appropriations, a conservative board—this is the situation which one man must meet alone and is meeting with splendid success.



**SCIENTIFIC FARMS FOR HIGH SCHOOL BOYS: FAIR GROUNDS: BOISE**



**MODEL HOME: CHILDREN-MADE FURNISHINGS: LOUISIANA STATE FAIR  
HELPING SCHOOLS SOLVE LOCAL PROBLEMS**



## USE OF COOPERATION ASSETS

Another superintendent comes from an eastern school where "good things" are already part of the system. He finds in the west a busy, individualistic community rather lacking in public spirit. He may not bother to ask whether there is a woman's club of some sort—yet here is his opportunity. From Wyoming a superintendent wrote: "I should like the statement showing the way in which volunteer bodies have been an aid to the schools. I think I shall have to say that, as far as our own schools are concerned, nothing of the sort has been undertaken in our city." To our question as to whether there were not individuals or organizations which might be interested in school work, the answer came: "There is a civic league composed of ladies. I think the main lack in this organization is that they are not quite well informed as to the best line to proceed. I should be glad to have you send here the literature as to what civic leagues may do for the benefit of schools."

A fourth picture is given by the composite letters of a half-dozen superintendents who feel that there is no need of any cooperation except from their school boards. "We do not need any help in this direction. Our board is alive to all good things, and needs no stimulus in this matter." But when the personnel of these boards changes the schoolmen will be without friends, perhaps, and the advance steps dear to their hearts must wait until they can convince new boards of their value. One city congratulates itself that "We always have progressive boards that provide all these necessary things." A superintendent writes that the board had not been disposed to appeal to or encourage expression of citizen interest, nor had it been especially enthusiastic about the formation of parent-teacher associations; yet this same superintendent mentions in his letter eight definite needs, all of which outside agencies in other cities have helped their school boards meet.

## HELPING SCHOOL CHILDREN

The majority of boards of education, however, realize the advantages to be gained through organizations outside the school system. From Portsmouth we hear that "there is the broadest, fullest, most complete cooperation between citizens, board, and teachers on practically all matters." In Racine the board initiates, "but there is much help from citizens." Some superintendents have made their boards realize that no community can afford to let volunteer, unofficial organizations be out of touch with schools. Superintendent Young of Chicago has written that it is quite impossible to put into writing what the schools of her city owe to outside help because they are constantly being aided in this way. Andrew S. Draper, commissioner of education in New York state, wrote that he could not treat the matter of civic cooperation satisfactorily without preparing an elaborate paper. Yet it is interesting to note that out of 315 superintendents only 111 plan to mention or have mentioned outside help in their annual reports, and that in most school reports the brief discussion of civic cooperation is formal and perfunctory. Officially, cooperation does not seem to be considered such a tremendously big asset.

The personality of the superintendent is another factor in determining the extent of cooperation and the attitude of school officials toward outside assistance. The man who does not deal successfully with people may nevertheless be able to get results by suggesting, planning, and outlining programs for work by outside organizations.

Everything before this chapter describes potential assets for the school man and woman, whether high up or at the beginning of a career. Take as one concrete illustration the opportunity for cooperation offered for 50 children with physical defects, which, though removable, cause 50 non-promotions. The assistance of a clinic or private

## USE OF COOPERATION ASSETS

physician at the beginning of the year will save the \$30 apiece which would be spent on those children to no advantage, as well as the larger sum lost because of the dragging down of 30 other children by each of the 50 defectives. The hospital or physician is glad to do the necessary work if the superintendent will find and send the children. When the mechanism is once started, a hospital-school relation, like most outside cooperation, will run itself. The \$1,000,000 spent for school children in New York by volunteer, unofficial agencies, the \$10,000,000 estimate for the United States, could be doubled and trebled this year, were each superintendent, principal, and teacher to make the most of cooperation assets.

### *A Standard for Cooperation*

Because the attitudes of superintendents toward civic cooperation are so diverse, and because school needs vary in every locality, and because the mechanism of outside organizations is never the same in two cities, it is desirable here to emphasize the factors which do not vary in the relation of schools and communities. One such is a nationwide standard of what constitutes efficient helpfulness. There is no reason why a superintendent should tolerate what was meant to be help but is really interference from those outside the system. In one western city a mothers' club was formed, ostensibly to work with schools. For lack of a program it became side-tracked on personal scandals, upset things generally, and made itself a decided nuisance. It might have been possible to direct the same energy into useful channels.

The time is not far off when superintendents will feel free to criticize and set a value on the cooperation offered them, and when outsiders will see that donating services

## HELPING SCHOOL CHILDREN

and material gifts which are not wanted is, after all, not exactly efficient community service. Fearing that co-operation will be unproductive, the superintendent is mildly grateful for, or receives coolly, any expression of interest. When asked directly, most superintendents will suggest, guide, or propose; otherwise they are apt to take what comes without comment.

A second factor which does not vary in outside cooperation is the advisability of having the superintendent always just a little ahead, of having him initiate and stimulate constantly, no matter what the line of work. A superintendent, for example, asked permission to speak before a dental society about a clinic for school children. This put in motion a mechanism which later brought about the dental examination of all children and a system of treatment. In Seattle, at the suggestion of the superintendent, a committee of seven women was appointed from the federated women's clubs to act as a standing advisory body for the city schools.

Nevertheless, with all the initiative in the world, the schoolman who has not provided for keeping outside organizations continually informed about what he is doing and wants to do is in a worse predicament than is the outside organization trying to cooperate without consulting the superintendent, or without having actual contact with the school situation. Once upon a time a certain woman's club wanted to do something nice for the schools. The members did not take the trouble to inform themselves about the schools' needs, but with enthusiasm started a kindergarten that was eventually to be taken over by the public school system. A few months later the club discovered that a kindergarten was quite unnecessary in that location. The whole project fell through, and the kindergarten idea was discredited in the city for some time afterward.

## USE OF COOPERATION ASSETS

Until superintendents realize the assets which exist in volunteer organizations, and until they see the advantage of taking the initiative and setting a standard for efficient cooperation, women's clubs will fail to see the larger opportunities for helpfulness, and will still pat themselves on the back with the self-congratulatory phrase, "We have taken a great step in the direction of improving the health of the school children," after getting one drinking fountain put into one school. We shall go on having parents who, after visiting school once a year on patrons' day to see an exhibit of children's work, feel that their entire duty has been done and that they are living examples of everybody's vital interest in education.

The standard for efficient cooperation will seldom be completely attained. Is it too much to ask, however, that superintendents and outsiders see 100% of each problem or section of the problem undertaken; that the public be kept informed until the experiment—if it is an experiment—has been proved of value and the school authorities have shown themselves able to carry on the work adequately and thoroughly?

Foundling experiments left on school boards' door steps without extra provision in the family budget are doubtful benefits.

Utilizing outside assets and keeping them up to the mark has been considered important enough by some state departments of education, as we have seen in Tennessee. Some superintendents are making a point of developing outside cooperation, and most of them are aware of at least some of the benefits potentially theirs. Private organizations are also working out methods of cooperation, and some of these at least have seen the full opportunity for efficient school work.

## HELPING SCHOOL CHILDREN

Have you as a superintendent listed organizations in your city which are already or might possibly be in touch with the schools?

If no such organizations exist, are there individuals with special interest in health, sanitation, playgrounds, music, or art who might act as nuclei for outside assistance?

Have you ever tried to tell the chamber of commerce how it could help you? the woman's club? the medical society?

Do you state in any school document what ten things the schools need most?

## XIV

### NOT-YET-GRASPED OPPORTUNITIES

#### *The United States Bureau of Education*

"THE bureau should be the servant of all states to work out any problem and make the results available for all." So spoke Commissioner P. P. Claxton when outlining, at the St. Louis meeting of the N. E. A. department of superintendence, his program for the increased usefulness of the federal office. The United States bureau has an immense, immediate, and continuous field for its service—already 20,000,000 children and 550,000 teachers in common schools, besides those in universities, colleges, normal schools and technical institutions. This vast array of individuals the bureau has power to help in any way its ridiculously small appropriation of \$75,000 permits. Up to the present its activities have been chiefly in collecting and publishing data on a wide range of subjects which bear on education. These uniform pamphlets are available for any one on application, free of charge.

But when the demand came for standards of efficiency in our schools, some educators realized that the logical standardizing office is, of course, the United States bureau. Uniform blanks for the reporting of school facts have been prepared and uniform schedules for recording currently, so that comparisons between cities and states may be possible at the end of each year. Circulars are distributed

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giving, for example, the most recent legislation about education for each state or model plans for dental inspection.

The present commissioner has seen the possibilities of bringing the experience of one state to bear on the solution of similar problems in another state. He wants to have an adequate budget to study rural school administration, vocational education, questions of school health and sanitation, normal schools, abnormal children, *ad infinitum*. There was little left in his plan to be taken up by a separate "children's bureau." He wants to make of his bureau an actual clearing house of information and suggestions from the best that the million educators and teachers in all parts of the country are doing and thinking.

Now, there are scores of national outside agencies, supposedly doing national work for schools, and the connection between their work and that of the United States bureau is as logical as between any city superintendent and a public education association. Yet the commissioner writes, "So far as I know, there has been comparatively little cooperation." The clerk of the bureau made this statement:

Some of the private foundations have been of considerable assistance in the work of this bureau. We have found especially valuable in connection with the standardization of higher educational institutions the data which have been collected by the Carnegie Foundation for the Advancement of Teaching and the General Education Board, which members of our staff have been permitted to consult freely. In this way information has been placed in the hands of the bureau that would have been practically impossible for us to obtain otherwise. The studies of the Russell Sage Foundation, especially in school hygiene and retardation of pupils, have been found very helpful in the work of the bureau. Similarly, the activities of the Bureau of Municipal Research, New York City, in calling attention especially of schoolmen to the great need of uniformity in reports of educational officers and in creating public sentiment for the improvement of educational conditions, have rendered our work easier. The publications of some of these foundations have ren-

## NOT-YET-GRASPED OPPORTUNITIES

dered it unnecessary for this bureau to issue publications on some phases of education, and have thus enabled it to concentrate its efforts in other directions.

School people have just begun to realize what they and Commissioner Claxton can make of the bureau. The great majority of outside agencies whose interest is local and spasmodic have not apparently ever thought that their work for education has any national value. When they make it possible for the bureau to include among its patrons 1,000,000 organized women and the thousands of other cooperators with public schools, its usefulness will be incalculably increased.

### *A National Clearing House for School Cooperation*

How can a chamber of commerce learn what similar bodies have done about commercial training?

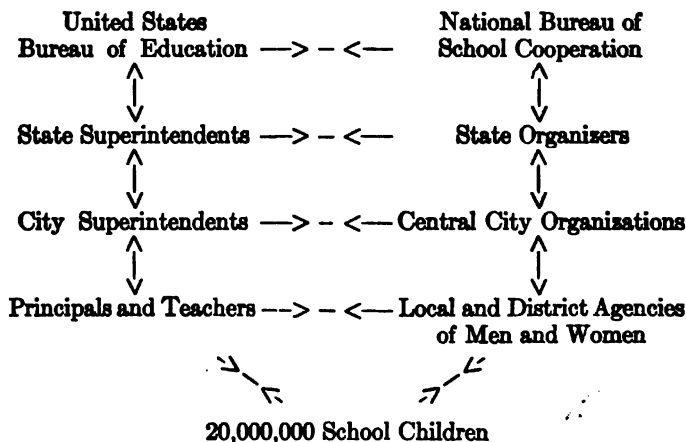
Where can a woman's club learn the best methods for getting medical inspection or starting school gardens?

Expert experience, information, and suggestions on every possible phase of school cooperation may be obtained from some agency or individual, if you only know where or to whom to write. Since sending out questions about civic cooperation we have had many requests for information from groups and individuals, men and women, and we have been able to refer them to the agencies best equipped to answer them. From this constant inquiring and from the splendid suggestions which came in answer to our questions, the need seems clear for a national agency to do for the whole country what a central city agency does in its city. For county and state rural school improvement leagues, for central agencies in cities, for the great national groups of organized women and the numerous agencies working in every state—for all these there is now no logical

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central head, no mutual clearing house of the invaluable suggestions from their experience. There is no reservoir for stimulation like that which one cannot help getting, for example, from Miss Moore's report on rural school cooperation, or from the story of health day in Chillicothe.

It is undeniably clear that there must be eventually a national clearing house for school cooperation. This chart shows how such an agency is relatively as important and logical for the millions of outsiders interested in schools as is a developed bureau of education for state, county, and city superintendents, principals, and teachers.



For such a national bureau, a brief outline is given here:

**Purpose:** To promote efficient cooperation between state and city school authorities, and volunteer agencies of men and women  
 To nationalize in working, practical form the experience of school officials and outside organizations, public, private, and semi-private, for efficient cooperation and community work through schools

## NOT-YET-GRASPED OPPORTUNITIES

**Budget:** For postage, printing, and stationery, field secretary, secretary's salary, office rent and equipment, bulletin service, stenographer, collecting data, \$25,000-\$50,000

**Location:** New York or Washington, D. C.

**Form of Organization:** National secretary, field secretaries, and office staff

- Program:**
- I. Act as a central clearing house of information for school people and outsiders, with special emphasis on referring inquiries to and passing on suggestions from official and volunteer agencies, educational journals, and the press
  - II. Maintain a bulletin service of suggestions to school people and organizations classified under (a) kind of interest (health, playgrounds, budget, course of study, etc.), (b) kind of member (chamber of commerce, minister, etc.)
  - III. Furnish, upon request, programs of cooperation for individual volunteers and organizations
  - IV. Help organize, under state superintendents, bureaus for school cooperation where information and suggestions may be collected from city and county superintendents and from volunteer organizations
  - V. Analyze currently and appraise all school reports, passing on to all superintendents and the subscribing list of outside agencies outlines of progressive steps and methods noted
  - VI. Make surveys of city and county school systems on which to base efficient outside cooperation
  - VII. Study the cooperation given by outside agencies in cities and help organize central city coordination

The opportunity in such a program might well be grasped by the United States bureau of education or the new "children's bureau." No one present outside agency is attempting to do all or even half of this work. The Bureau of Information of the General Federation of Women's Clubs perhaps comes nearest, but, without funds and with a clientèle of women only, it does not begin to meet the need. National organizations can answer questions on their specialties, but until recently even they have not begun comparing and suggesting from local work, and few

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of them see more than their own particular object or the interrelation of all school questions.

- The time and money, not to mention disillusionment and discouragement, wasted by earnest, active men and women who are trying to cooperate with the schools, because of poor methods, lack of facts and of comparative suggestions, would easily pay for such a central agency. When once it exists, local agencies will be currently sending in new material through reports and answers to questionnaires, because they will realize what they in return may receive from such a reservoir. The channels through which a central agency would work are the outside organizations mentioned in this book, and hundreds more with which we have not been in touch; the graduates of colleges and universities; the tremendous resources of unoccupied men and women of leisure; and the spirit which demands definite opportunities for satisfactory social service.

## APPENDIX

### *Cards and Blanks Used in this Study*

**I**N the hope that the details of an investigation of this character may help others who are making surveys and getting facts on which to base uniform constructive work, the story of the study on which this book rests is given here.

We asked our first question of the men who were supposed to know, in this case, the school superintendents. Their names were found in the United States commissioner of education's report, and the *World's Almanac* told which cities have 10,000 inhabitants or over. A form letter was sent asking them to write us what had been done or to itemize on an inclosed stamped post card the cooperation received.

Citizens have helped the public schools of.....  
with respect to items hereafter checked: Medical and dental examination ; school nurse ; sanitary improvements ; new buildings ; recreation and playgrounds ; decorations ; industrial training ; kindergartens ; changes in school law ; budget increases ; relief of needy ; other

For information regarding such "school help" I suggest that you write to

	<i>Name</i>	<i>Address</i>
(one business man).....		
(one woman).....		
(one minister).....		
(one physician or dentist).....		

May we mention your name in writing them? Do you plan to mention citizen cooperation, or the need of it, in your next annual report?

(Signed).....

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Of the 733 names given us by superintendents, the proportion was: women 196, physicians and dentists 192, business men 187, and ministers 158. Eighty-six superintendents mentioned no names.

A form letter was then sent to each of these individuals. To the business men we wrote as follows:

Would your city be helped by a statement showing for several hundred cities how volunteer bodies, such as public education associations, women's clubs, boards of trade, charities, etc., cooperate with public schools?

We hope to include in our report the main facts as to the help already given by the business men of your city to your public schools. When we asked the name of one business man most familiar with school needs and school work, and likely to be interested in our cooperative study, we were given your name.

Will you take the time to name the principal ways in which the business men of your city have helped the public schools, apart from serving on the school board, paying taxes, and voting? We shall be grateful for such details as your time permits, and shall regard as confidential any part of your letter so marked. We shall try to have the information you give us used as school news in your daily paper. If you do not care to have this done please tell us when you write.

In addition to specific instances of helpfulness, we hope

1. To bring out the extent to which business men help in supporting requests for (a) school buildings, (b) school budget appropriations, (c) improvements in school law, (d) commercial training, (e) industrial training, (f) night schools, (g) instruction in civics, (h) athletics, (i) playgrounds, (j) public lectures;

2. To find out whether the business man's attention is continuous (through permanent organizations and committees) or incidental and intermittent (through specially appointed committees, mass meetings, etc.).

We did not say that their names had been given us by the superintendents, because in some cases superintendents were unwilling to have this connection made. A follow-up letter to business men who had not answered, with "May we have your answer by May 15th?" brought in almost twice as many replies. A stamped post card was again inclosed for those who could not spare the time to write.

## APPENDIX

Similar letters and cards were addressed to ministers, to physicians and dentists, and to women, asking for information along the lines each was probably most interested in, and inclosing stamped return cards. For example, physicians were asked to check off as follows:

The <sup>physicians</sup>dentists of.....have helped the public schools as

individuals ; as members of the lay organizations ; in medical  
organizations . dental

To <sup>physicians</sup>dentists is due in large measure a medical inspection for trans-

missible diseases ; (b) medical examination for physical defects ;  
(c) dental examinations ; (d) house to house instruction of parents ;  
(e) instruction of parents in groups ; (f) free treatment of medical  
needs and physical defects ; (g) free treatment of teeth ; (h) gen-  
eral instruction at school in hygiene ; (i) open air rooms or schools ;  
(j) fresh air for all rooms ; (k) school lunches ; sanitary improve-  
ments ; other: .....

.....

Will you write us instances later? May we publish your letter?

(Signed).....

Ministers were asked to state whether they have or have not been generally interested in public school questions; do (not) make frequent reference in sermons to school needs; do (not) visit schools; do (not) attend public hearings on the school budget; have (not) interested themselves in school instruction, in civics, ethics, in the need for medical supervision, school nurse, public lectures; and whether they have (not) tried to interest their church clubs in helping schools.

We asked women to tell what their organizations had

## HELPING SCHOOL CHILDREN

done about all these things and, in addition, about school lunches, kindergartens, school gardens, music, scholarships, and relief.

Where special agencies were mentioned by a superintendent, or by one of those named by him, we endeavored to get in touch with the president or chairman. It seems to bring better results when you write to "Mrs. John Smith" than to "Secretary, Woman's Club."

In estimating the cost of investigations one has to consider printing of questions, postage, return postage, clerical work of tabulating, printing of results, and postage for distributing results. Each of these items may be figured on in advance, so there is no danger of doing half the study and finding no funds to continue.

### *A Dozen "Don'ts" for Volunteer Inquirers*

A college professor once told me that if she answered conscientiously all the questionnaires sent her it would take her at least three hours every day. The following suggestions from practical experience are given to help the writers as well as the receivers of questionnaires.

1. Don't be discouraged if two-thirds of the answers fail to come.
2. Don't fail to send a second, follow-up inquiry if you want complete returns.
3. Don't send return envelopes without stamps.
4. Don't use a letter circular, if questions will go on a post card.
5. Don't fail to make circulars attractive, easy to read, and neat.
6. Don't omit a careful explanation of what you want people to tell you.
7. Don't ask questions that might have two meanings.
8. Don't ask questions that are answered in a report.
9. Don't ask for written answers where figures will suffice.
10. Don't forget to ask for signature, place, and date.
11. Don't forget that you have no claim on those you are writing to, and therefore try to reduce their work to a minimum.
12. Don't forget that an answer is a favor, and not a moral obligation.

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